

Universidade Federal de Uberlândia  
Curso de Letras/Inglês

**LÍNGUA INGLESA: HABILIDADES INTEGRADAS  
COM ÊNFASE NA PRODUÇÃO ORAL**

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# LÍNGUA INGLESA: HABILIDADES INTEGRADAS COM ÊNFASE NA PRODUÇÃO ORAL

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## INFORMAÇÕES

Caro(a) aluno(a):

Ao longo deste Guia de Estudos você encontrará alguns “ícones” que lhe ajudarão a identificar as atividades.

Fique atento(a) ao significado de cada um deles. Isso facilitará a sua leitura e seus estudos.



Áudio



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Leituras  
Indicadas



Multimídia



Pare e Pense



Atividades  
Ambiente Virtual



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## **SOBRE OS AUTORES**

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Professora na área de Língua Inglesa, no Instituto de Letras e Linguística da Universidade Federal de Uberlândia (ILEEL/UFU). Graduada em Letras pela UFU, mestra e doutora em Linguística Aplicada pela Universidade Estadual de Campinas (UNICAMP). Atuou como professora de inglês em instituto de idiomas e em escola pública. Atualmente, coordena o Grupo de Pesquisa Laboratório de Estudos Polifônicos (LEP) e é vice-coordenadora do Grupo de Pesquisa Linguagem Humana e Inteligência Artificial, ambos certificados pelo CNPq. Possui artigos científicos publicados em periódicos acadêmicos e em anais de eventos científicos. Suas áreas de interesse são: Formação de Professores de Línguas, Análise do Discurso e Linguística Aplicada.

### **William Mineo Tagata**

Professor na área de Linguística Aplicada e Língua Inglesa no Instituto de Letras e Linguística da Universidade Federal de Uberlândia (ILEEL/UFU). Graduado em Linguística pela Universidade de São Paulo (USP), é mestre, doutor e pós-doutor em Estudos Linguísticos e Literários em Inglês pela USP. Atuou como professor de inglês em escolas de línguas e escolas de ensino fundamental e médio. Participa de projetos de extensão e formação continuada de docentes e é membro dos Grupos de Pesquisa “O Corpo e a Imagem no Discurso” e «Cognição, afetividade e letramento crítico». Possui artigos publicados em periódicos acadêmicos e anais de eventos científicos. Suas áreas de interesse são: formação de professores, estudos culturais e linguística aplicada. Alguns temas de pesquisa e estudo são: ensino de línguas estrangeiras, letramento crítico e multiletramentos, e formação de professores.

### **Rafael Matielo**

Professor Adjunto na área de Língua Inglesa no Instituto de Letras e Linguística (ILEEL) da Universidade Federal de Uberlândia (UFU). Possui graduação em Letras – Língua Inglesa e Literaturas de Língua Inglesa pela Universidade Federal de Santa Catarina (UFSC) (2007-2009), mestrado em Letras/Inglês pela UFSC (2010-2011) e doutorado em Letras/Inglês pela UFSC (2013-2016). Foi Visiting Scholar da Comissão Fulbright, tendo atuado como Professor Assistente junto ao Departamento de Línguas e Literaturas Modernas da Loyola University Chicago, Chicago-IL, EUA, onde lecionou Português durante o ano acadêmico 2011-2012. Nessa mesma instituição, estudou Educação Bilíngue na School of Education no período de 2011- 2012. Possui experiência e interessa-se pela área de Letras, especialmente no tocante ao ensino, aquisição e processamento do Inglês como Segunda Língua, Português como Língua Adicional, Educação a Distância, Inglês para Fins Específicos e Estatística Aplicada à Linguística.

## AGENDA GERAL DA DISCIPLINA

MÓDULOS	TAREFAS	AVALIAÇÕES
<p>Módulo 1</p> <p>Talking about yourself and the others</p> <p>(25hs)</p>	<ul style="list-style-type: none"> <li>• Tarefa 1: Videoconferência de introdução</li> <li>• Tarefa 2: Leitura do Capítulo no Guia de Estudos</li> <li>• Tarefa 3: “Thinking about the process of speaking English”</li> <li>• Tarefa 4: Leitura teórica</li> <li>• Tarefa 5: Atividades de vídeo para a prática da compreensão oral em língua inglesa e para o estudo de aspectos linguístico-comunicativos</li> <li>• Tarefa 6: Atividades de vídeo para o estudo da pronúncia e entonação da língua inglesa e de aspectos linguístico-comunicativos</li> <li>• Tarefa 7: Atividade de vídeo para a prática de expressões-chave em língua inglesa</li> <li>• Tarefa 8: Produção oral planejada e guiada de um texto em inglês após realização de chat com tutor/a</li> <li>• Tarefa 9: Atividade complementar de compreensão oral</li> <li>• Tarefa 10: Análise de uma música e produção de texto no Fórum de discussão</li> </ul>	<p>Tarefas Avaliação Formativa:</p> <p>Tarefa 3: Fórum de discussão Valor: 5 pontos</p> <p>Tarefa 8: Fórum de discussão (produção de arquivo de áudio) Valor: 5 pontos</p>
<p>Módulo 2</p> <p>Giving suggestions and opinions</p> <p>(25hs)</p>	<ul style="list-style-type: none"> <li>• Tarefa 11: Leitura do Capítulo no Guia de Estudos</li> <li>• Tarefa 12: Leituras Teóricas</li> <li>• Tarefa 13: Atividades de vídeo para a prática da compreensão oral em língua inglesa e para o estudo de aspectos linguístico-comunicativos</li> <li>• Tarefa 14: Levantamento de ideias sobre o tema ‘the dictatorship of beauty’</li> <li>• Tarefa 15: Fórum de discussão sobre o tema ‘the dictatorship of beauty’</li> <li>• Tarefa 16: Atividades de vídeo para o estudo da pronúncia e entonação da língua inglesa</li> <li>• Tarefa 17: Atividade de vídeo para a prática de expressões-chave em língua inglesa</li> <li>• Tarefa 18: Produção oral planejada e guiada de um texto em inglês após realização de chat com tutor/a</li> <li>• Tarefa 19: Atividade complementar de compreensão oral e produção escrita Atividade complementar de compreensão oral</li> </ul>	<p>Tarefas Avaliação Formativa:</p> <p>Tarefa 15: Fórum de discussão Valor: 5 pontos</p> <p>Tarefa 18: Produção de arquivo de áudio Valor: 10 pontos</p>

<p>Módulo 3</p> <p>Talking about past experiences</p> <p>(25hs)</p>	<ul style="list-style-type: none"> <li>• Tarefa 20: Leitura do Capítulo no Guia de Estudos</li> <li>• Tarefa 21: Leitura Teórica</li> <li>• Tarefa 22: Revisão do vocabulário e aspectos gramaticais estudados nos Módulos 1 e 2</li> <li>• Tarefa 23: Atividades de vídeo para a prática da compreensão oral em língua inglesa e para o estudo de aspectos linguístico-comunicativos</li> <li>• Tarefa 24: Atividades de vídeo para o estudo da pronúncia e entonação da língua inglesa</li> <li>• Tarefa 25: Atividade de vídeo para a prática de expressões-chave em língua inglesa</li> <li>• Tarefa 26: Produção oral planejada e guiada de um texto em inglês após realização de chat com tutor/a</li> <li>• Tarefa 27: Atividade complementar de leitura e produção de texto oral</li> <li>• Tarefa 28: Atividade complementar de compreensão oral e produção escrita</li> </ul>	<p>Tarefa Avaliação Formativa:</p> <p>Tarefa 26 Produção de arquivo de áudio Valor: 15 pontos.</p>
<p>Módulo 4</p> <p>Describing and explaining things</p> <p>(15hs)</p>	<ul style="list-style-type: none"> <li>• Tarefa 29: Leitura do Capítulo no Guia de Estudos</li> <li>• Tarefa 30: Revisão dos aspectos gramaticais estudados nos Módulos 1, 2 e 3</li> <li>• Tarefa 31: Atividades de vídeo para a prática da compreensão oral em língua inglesa e para o estudo de aspectos linguístico-comunicativos</li> <li>• Tarefa 32: Fórum de discussão – produção de um texto escrito a fim de explicar e descrever um filme, livro ou música</li> <li>• Tarefa 33: Atividades de vídeo para o estudo da pronúncia e entonação da língua inglesa</li> <li>• Tarefa 34: Atividade de vídeo para a prática de expressões-chave em língua inglesa</li> <li>• Tarefa 35: Revisão do vocabulário estudado nos Módulos 3 e 4</li> <li>• Tarefa 36: Questionário de compreensão oral</li> </ul>	<p>Tarefa Avaliação Formativa:</p> <p>Tarefa 32 Participação em fórum de discussão Valor: 5 pontos.</p> <p>Tarefa 36 Realização de questionário de compreensão oral Valor: 10 pontos</p>



## Caro(a) aluno(a):

É com muito prazer que iniciamos a disciplina “Língua Inglesa: Habilidades integradas com ênfase na produção oral” do Curso Especial de Licenciatura Plena em Letras – Habilitação em Inglês e Literaturas de Língua Inglesa.

O objetivo precípuo desta disciplina é promover a prática da produção oral em língua inglesa, aliando-a ao desenvolvimento de outras habilidades.

É importante lembrá-lo (a) de que a leitura desse guia deve ser articulada ao Ambiente Virtual de Aprendizagem (Moodle). Você também deve estar atento(a) às orientações que receberá ao longo do curso, por meio do seu (a) tutor(a).

Considerando a ementa e os objetivos da disciplina, organizamo-la nos seguintes módulos:

**Módulo 1 – Talking about yourself and the others**

**Módulo 2 – Giving suggestions and opinions**

**Módulo 3 – Talking about past experiences**

**Módulo 4 – Describing and explaining things**

Cada um desses módulos tem a duração de duas semanas, isto é, todo o conteúdo da disciplina será trabalhado em 8 semanas, conforme você verá no cronograma geral. Ao final do último módulo, uma 9ª semana foi acrescentada para promover tempo específico para a revisão e estudo do conteúdo antes da prova presencial.

Nossas atividades iniciam-se sempre às segundas-feiras e terminam sempre aos domingos. Tenha sempre em mente essas referências temporais, para sua organização de estudos.

Procure ler com atenção o material, assistir aos vídeos e fazer todas as atividades propostas.

Desejamo-lhes sucesso em seus estudos!

## SOBRE A DISCIPLINA

Esta disciplina tem seu foco predominante no desenvolvimento de habilidades e estratégias para a comunicação oral em Língua Inglesa, sem desconsiderar, no entanto, as demais habilidades. No intuito de promover a inserção e a participação comunicativa do(a) aluno(a) em práticas discursivas variadas, serão trabalhados conhecimentos estratégico, textual, de mundo, atitudinal e sistêmico, possibilitando ao aluno a produção de gêneros discursivos presentes em sua vida pessoal, profissional e acadêmica.

Nesse sentido, os **objetivos** desta disciplina são:

- Estudar e refletir sobre as representações relativas ao processo de produção oral;
- Discutir as implicações de se estudar a Língua Inglesa como língua internacional;
- Refletir sobre a noção de erro no ensino-aprendizagem de língua estrangeira;
- Produzir textos orais e escritos em Língua Inglesa;
- Estudar e praticar aspectos linguístico-comunicativos da língua inglesa;
- Promover a sensibilização e a prática dos sons da língua inglesa;
- Estudar mecanismos utilizados para atrair, manter a atenção e engajar os interlocutores;
- Promover o engajamento linguístico-comunicativo por meio da compreensão e produção de gêneros variados em língua inglesa.

Para atingir esses objetivos, nós seguiremos o seguinte **programa**:

- **Talking about yourself and the others**
- **Giving suggestions and opinions**
- **Talking about past experiences**
- **Describing and explaining things**

Além desse material, também serão sugeridos materiais complementares no intuito de propiciar o desenvolvimento linguístico-comunicativo na língua inglesa e assegurar uma variedade de materiais e níveis de dificuldade das atividades para todos os participantes.

Salientamos que, ao final de cada módulo, são apresentados os scripts dos vídeos trabalhados durante o curso. Para um maior aproveitamento, sugerimos que você tente realizar as atividades de compreensão oral sem fazer, em um primeiro momento, a leitura dos scripts, como sugerimos nas orientações dadas para a realização das tarefas e atividades.

### **Principais materiais didáticos utilizados no curso**

- Guia de estudos.
- Ambiente Virtual de Aprendizagem - *Moodle*.
- Materiais complementares.

### **Tempo de dedicação na disciplina**

- Total de 90 horas, divididas em:
- 3 módulos de 25 horas cada e 1 módulo de 15 horas, no Moodle.

Você deverá planejar seu tempo cuidadosamente para que não deixe de realizar as atividades, ainda que não sejam obrigatórias ou pontuadas. Ainda, lembramos da importância de participar dos chats com o/a tutor/a, pois esta se configura como uma oportunidade ímpar para o desenvolvimento das suas habilidades orais no contexto desta disciplina.

### **Principais formas de avaliação**

A avaliação será processual e ocorrerá ao longo de todas as semanas do curso. Serão apresentadas avaliações abertas, fechadas, fóruns etc. e elas serão realizadas pelo AVA. Toda e qualquer atividade, ainda que não seja atribuída nota, será acompanhada pelos responsáveis.

A nota final da disciplina será computada da seguinte forma:

- 60 pontos – atividades do Moodle
- 40 pontos – prova final

As atividades avaliativas deverão ser enviadas sempre às terças-feiras, nas datas expressas nas agendas de cada módulo. Fique atento(a) para os critérios de correção e pontuação em cada atividade avaliativa.

### **Apoio e acompanhamento**

Durante todo o curso, você terá o apoio pedagógico e tecnológico para:

- Desenvolver as atividades propostas;
- Entrar no ambiente virtual de aprendizagem Moodle;
- Participar de fóruns, chats e demais atividades propostas;
- Enviar materiais relativos às atividades de colaboração;
- Realizar as avaliações e
- Esclarecer quaisquer dúvidas sobre o curso.
- Realizar chat(s) para a prática oral com seu/sua tutor/a.

Algumas ações permanentes do(a) aluno(a) ao longo do curso:

- Leitura frequente do fórum de notícias;
- Leitura frequente da caixa de e-mail;
- Envio de mensagens para desenvolvimento das atividades e
- Desenvolvimento de atividades individuais e colaborativas.

## MÓDULO 1 - Talking about yourself and the others

### Tarefa 1: Videoconferência de Introdução

Prezado(a) aluno(a),

Para iniciarmos nossos estudos na disciplina «Língua Inglesa: habilidades integradas com ênfase na produção oral», convidamos você para participar da videoconferência inaugural da disciplina, a ser realizada no dia 27/09/2022, a partir das 19h, no canal oficial do RNP do Curso: <https://conferenciaweb.rnp.br/webconf/cead-letras-ingles-3>

Ao participar dela, você terá uma noção geral dos aspectos a serem trabalhados em cada módulo, bem como das formas de avaliação e prazos para entrega de atividades.

Como sempre, a gravação da videoconferência será posteriormente disponibilizada no ambiente virtual da disciplina, caso você realmente não possa participar de forma síncrona. Neste caso, é imprescindível que você assista à gravação para ficar por dentro de tudo o que foi combinado para esta disciplina.



### Tarefa 2: Leitura do Capítulo no Guia de Estudos

O capítulo de Introdução do Guia de Estudos apresenta vários aspectos importantes sobre a disciplina cujo primeiro módulo começamos agora. Antes de iniciarmos nossas reflexões e discussões sobre a prática de compreensão oral em língua inglesa, é importante que você leia o capítulo na íntegra. Se ficar com alguma dúvida, não deixe de postá-la no Doubts Forum para seu/sua tutor/a.

Boa leitura!



### Tarefa 3: Talking about the process of speaking English

Nosso trabalho com a produção oral em língua inglesa será pautado não apenas por atividades ou exercícios práticos, mas, sobretudo, pela reflexão acerca dos aspectos envolvidos nesse processo de aprendizagem. Dessa forma, começaremos nosso estudo levantando algumas concepções prévias, no intuito de permitir que elas sejam ressignificadas ao longo do curso. Nesse primeiro fórum, portanto, lhe convidamos a escrever um texto, posicionando-se acerca das seguintes questões

- a) How often do you speak English?
- b) Do you think you speak English well? Why or why not?
- c) Do you feel comfortable speaking English or is it something that bothers you? Talk about it
- d) Do you do anything to improve your speaking skills? If so, what do you do?
- e) How important do you think it is for a teacher to speak English?

Escreva um texto com, no mínimo, 120 palavras, em inglês ou português, e poste no Fórum. Observe que essa é uma atividade de reflexão, por isso é importante que você elabore um texto com argumentos bem desenvolvidos.

Lembramos ainda que é sempre importante a interação com os colegas, por meio de comentários ou questionamentos.

Resgatando os critérios para uma «Performance 5 estrelas» que utilizamos na disciplina de Introdução à Educação a Distância:

\* Você se manteve na proposta apresentada e não fugiu do objetivo do fórum.

\*\* Você demonstrou consistência em relação ao material proposto e apresentou uma argumentação sólida e teoricamente fundamentada.

\*\*\* Você articulou sua postagem com as postagens do tutor e de seus colegas.

\*\*\*\* Você apresentou um texto de qualidade com coerência e correção léxicogramatical.

\*\*\*\*\*Você cumpriu a tarefa no prazo estipulado.comentários ou questionamentos.



## Tarefa 4: Leitura teórica

Depois de interagir com seus colegas no Fórum de Discussão, expor suas opiniões e, de forma colaborativa, levantar ideias acerca de aspectos gerais da produção oral em língua inglesa, convidamos você para ler o texto de Xhafaj & Prebianca (2006) intitulado «Como Produzimos a Fala?», publicado na Revista da UNIFEBE e disponível no Moodle, na Tarefa 4.

Convidamos você a refletir sobre como muitos falantes de uma segunda língua (L2) experimentam, em média ou grande medida, muitas vezes, dificuldades com a habilidade de produção oral. No texto, as autoras revisam modelos (uma espécie de molduras teóricas ou representações) para caracterizar os processos e os mecanismos cognitivos que estão envolvidos com a produção oral em L2.

Sabemos que o texto pode ser desafiador, portanto não deixe de lê-lo mais de uma vez, se necessário. E não deixe de postar suas dúvidas no fórum de dúvidas, dialogando com seu professor e/ou seu/sua tutor/a. As principais ideias do texto serão retomadas na segunda videoconferência da disciplina, portanto, fique atento/a e não perca a chance de discuti-las nessa oportunidade.



## Tarefa 5.1: Lead-in

Do you know the meaning of the following expressions: **lingua franca**, **to be fond of sth**, **to keep fit**, **take up** and **cut down**? Professor William uses all of them in Video 1, so check them!

1) According to Cambridge Dictionaries Online, a **lingua franca** is a language which is used for

communication between groups of people who speak different languages but which is not used between members of the same group.

2) If you say somebody is **fond** of something it means that this person likes that a lot. For example:



I'm fond of chocolate, rock and roll and sports.



I'm not fond of parties and concerts.

What are you fond of?

3) If you want to **keep fit**, you may:



run three times a week.



lift weight.



ride a bike.

What about you? Are you worried about **keeping fit**?  
Do you do anything to **keep fit**?

4) If you **take up** an activity, it means you started doing that: *I'm going to take up some Spanish classes next month.*

5) If you decide to **cut down** on chocolate, for example, it means you are going to eat it less.

Take up and cut down are both **phrasal verbs**, which are formed by a verb and a preposition or adverb. Which other phrasal verbs do you know in English?



Para aprofundar a discussão dos aspectos envolvidos no processo de ensino-aprendizagem de produção oral em língua estrangeira, sob diferentes perspectivas teóricas, sugerimos a leitura de Barcelos (2003), Davies (1995, 2003), Ferreira (2002), Guilhermede Castro (2010), Scaramucci (2000) e Serrani-Infante (2000).



## Tarefa 5.2: Listening Comprehension

No Video 1: Presentation, o professor William faz uma breve apresentação sobre si mesmo, falando de sua profissão, de suas preferências, sua família, seus planos para o futuro. Para realizar essa atividade e obter um bom aproveitamento, siga os seguintes passos:

1° Passo: Assista ao Video 1: Presentation, disponível no AVA Moodle e, primeiramente, procure identificar, a partir de seu conhecimento da língua inglesa, as respostas para as seguintes perguntas: (1) *What's the job of William's oldest brother?*; e (2) *What does William's oldest brother like doing?*;

2° Passo: Leia atentamente as perguntas de compreensão propostas;

3° Passo: Assista novamente ao Video 1: Presentation e **responda no AVA Moodle** as perguntas propostas, depois confira suas respostas no próprio ambiente. A correção desta atividade deverá ser feita de maneira autônoma, ao fim do exercício, depois de submeter suas respostas, clicando no botão send. Uma vez enviadas as suas respostas, uma tela com a correção aparecerá. Caso tenha dúvidas, fale com seu(sua) tutor(a) a distância.

4° Passo: Assista novamente ao Video 1: Presentation e acompanhe a leitura do *script* (ver anexo do Módulo 1).

### VIDEO 1: Presentation

Listen to William. Read the following statements and decide if **they are true or false**. Write **T** for the true sentences and **F** for the false ones:

- a. ( ) William is married.
- b. ( ) William has two brothers and one sister.
- c. ( ) William's oldest brother is a dentist.
- d. ( ) William can play the piano.
- e. ( ) William likes Japanese food.
- f. ( ) William was born in Japan.
- g. ( ) William practices martial arts.

## Tarefa 5.3: Focusing on linguistic-communicative aspects 1

Leia atentamente o texto sobre a formação e o uso do futuro com *going to*, em seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### FUTURE WITH GOING TO

Ao final de sua apresentação, no Video 1, o professor William utiliza a frase *In the future I'm going to take up a new hobby, like a martial art, for example*, a fim de se referir a um plano futuro. William usa a estrutura do futuro com *going to*, observe:

Subject	TO BE	GOING TO	INFINITIVE OF A VERB	COMPLEMENT
I	am	going to	start	a diet next Monday.
My brother	is	going to	play	the guitar in a concert next month.
My parents	are	going to	travel	to Fernando de Noronha next holiday

Como podemos observar o verbo TO BE concorda com o sujeito da frase. Para as orações negativas, basta acrescentar o 'not' após o verbo to be, e para as orações interrogativas, coloca-se o verbo to be antes do sujeito, como em: 'Are you going to Michele's party on the weekend?'

O futuro com 'going to' é geralmente usado para exprimir intenções e planos e em situações em que as ações são planejadas, isto é, decididas com antecedência. O 'going to' pode também ser usado em previsões, quando há evidência para o que está sendo dito. Por exemplo, imagine que você esteja olhando o céu e veja nuvens negras, poderá dizer: "It's going to rain".



Em contextos informais, 'going to' pode ser escrito como 'gonna'. Na fala, 'going to' é, normalmente, reproduzido como /gənə/. Uma outra possibilidade é a transformação da oração 'what are you going to do' em 'watcha gonna do?', como na canção de Sprung Monkey: "Whatcha gonna do about the things that happen suddenly?".

### FUTURE WITH WILL

Outra forma de se expressar o futuro é como verbo modal 'will', depois do qual acrescenta-se o infinitivo (sem o 'to') de um verbo. Ao contrário de 'going to', 'will' é utilizado para ações não planejadas, para decisões feitas no momento em que se fala. Além disso, prefere-se o 'will' quando há menos evidências para o que se fala. Observe, por exemplo, o uso de 'will' nestas previsões não muito bem sucedidas feitas por grandes cientistas:



“By the turn of this century, we will live in a paperless society.”

General Motors chairman Roger Smith, 1986

“There is practically no chance communications space satellites will be used to provide better telephone, telegraph, television or radio service inside the United States.”

Federal Communications Commission member T.A.M. Craven, 1961

“[By 1985], machines will be capable of doing any work Man can do.”

Nobel Prize-winning economist and artificial intelligence pioneer Herbert A. Simon, 1965

“Two years from now, ‘spam’ will be solved.”

Microsoft chairman Bill Gates, 2004

“The coming of the wireless era will make war impossible, because it will make war ridiculous.”

Radio inventor Guglielmo Marconi, 1912

Let's practice! Do the following exercises and check your answers in the Appendix (See Anexo do Módulo 1).

1) For each situation below, write down at least one sentence using WILL or GOING TO. Try to use the words in parentheses:

*E.g: You look at the sky and notice there are dark clouds. What do you say? (rain)*

*“It's probably going to rain”.*

1. You're planning a trip to the beach next weekend, so when a friend asks you about your plans, what do you say? (travel)
2. Your friend calls you and asks you to send him the photos you took last weekend by e-mail. What do you tell her on the phone? (send)
3. The mayor of your city wants to run for governor. What do you say? (win)
4. Your country's former president, whose popularity is still high, wants to run for president again. What do you say? (win)
5. You call your friend and want to know what his or her plans for next weekend are. What do you say? (do)
6. Your friend tells you that she intends to visit her grandmother. What does she say? (visit)
7. Your 17-year-old nephew is leaving home to study in another city. What do you say? (probably miss)
8. A friend tells you she wants to travel to a foreign country. You want to know if she needs a visa to get in. What do you ask? (need)
9. You have recently done a blood test and discovered an extremely high level of cholesterol. What's your resolution? (cut down on)
10. After many arguments and fights, you decide to break up with your boyfriend/girlfriend. What do you announce?

2) In your opinion, what will happen in Brazil in ten years' time? Write down some sentences expressing your predictions.



Para complementar seus estudos sobre o futuro e fazer exercícios, acesse os links:

[http://www.english-hilfen.de/en/exercises/tenses/going\\_to\\_future\\_mix.htm](http://www.english-hilfen.de/en/exercises/tenses/going_to_future_mix.htm)

[http://www.english-hilfen.de/en/exercises/tenses/going\\_to\\_future\\_mix.htm](http://www.english-hilfen.de/en/exercises/tenses/going_to_future_mix.htm)

<http://www.better-english.com/grammar/willgo.htm>

Lembre-se de que você também poderá acessar o livro de Martin Hewings (2013), na pasta Extra Materials' Corner, no Moodle, e tentar realizar os exercícios da unidade 9. Ao final do livro, há uma chave de respostas por meio da qual você poderá conferir o gabarito. Ficou com dúvidas? Não deixe de contatar o/a seu/sua tutor/a!



### LINKING WORDS

Ao falar sobre sua nacionalidade no Video 1 deste módulo, o professor William disse: *Many people think I'm Chinese or Japanese, but actually I'm Brazilian.* Neste caso, o advérbio *actually* é usado para corrigir uma informação equivocada. Frequentemente usado na oralidade, esse advérbio também pode ser usado para introduzir alguma informação surpreendente, ou para enfatizar o que realmente aconteceu, como nos exemplos seguintes:

- *People believe cancer is an incurable disease, but actually many patients can be cured.*

- *Carmen Miranda wasn't Brazilian. Actually, she was born in Portugal.*

No mesmo texto de apresentação, o professor William ainda utilizou outros dois tipos de conectivos:

1) *English is a most beautiful language. What's more, it's a lingua franca spoken by millions of people.*

*What's more* foi usado para acrescentar uma nova informação. Outros conectivos que desempenham uma função semelhante são *in addition*, *besides that*, *also*, *plus*, *furthermore* (mais formal), como nos seguintes exemplos:

- *Karen is very good at languages. In addition, she can play the piano very well.*

- *She spends her free time on the Internet. Besides that, she usually goes out with friends.*

- *I've been to Maceió and Natal. Also, I've been to Florianópolis.*

- *Travelling abroad is expensive. Plus, you may need a visa.*

- *Mr Browne is an experienced teacher. Furthermore, he's also respected in his neighbourhood.*

2) *It's not easy, I must say...But all in all I feel good most of the time.*

A expressão *all in all* é usada para fazer uma generalização, e é comumente encontrada na língua falada. É semelhante a expressões como *in general*, *by and large*, *on the whole*, *generally speaking*, *in the main*. Veja os seguintes exemplos:

- *We had some problems, but in general the trip was fun.*



- By and large, Uberlândia is a good place to live.

- On the whole, the lesson went well.

- Generally speaking, women are better drivers than men.

- The students' performance, in the main, has been satisfactory.

**Lembre-se de usar alguns desses conectivos quando produzir seus textos orais ou escritos!**



Na fala, as palavras geralmente se juntam, combinam e se contraem, sendo que duas ou mais palavras podem soar como se fossem apenas uma. Leia e repita as frases abaixo. Que ligações são feitas, na produção oral? Confira suas respostas, assistindo ao Video 2: Focus on Pronunciation e observando as ligações marcadas nas frases, no Anexo do Módulo 1:

I love it.

This is a lot of information.

All the words on a page.

The world's amazing.

It's an excellent idea.

Do you have an interesting job?

How is it possible?

He's an expert in software design.

How old are you?



## Tarefa 6.1: Focusing on linguistic-communicative aspects 1

Depois de realizar as tarefas referentes ao Video 1: Presentation, assista ao Video 2: Focus on Pronunciation, em que o professor William: (i) retoma algumas orações apresentadas no Video 1: Presentation; (ii) chama a atenção para a entonação das perguntas que podem ser utilizadas quando desejamos obter informações pessoais sobre alguém; (iii) tece considerações sobre as *linking words*; e (iv) ressalta algumas expressões utilizadas no Módulo 1 e que comumente apresentam dificuldades de pronúncia para aprendizes de língua inglesa.

Para um bom aproveitamento dessa atividade, siga os seguintes passos:

1º Passo: Assista ao Video 2: Focus on Pronunciation e, utilizando a ferramenta de pausa do seu *videoplayer*, vá pausando, após cada sentença produzida, para repetir as estruturas e expressões apresentadas pelo professor William. Procure fazer isso sem ler o *script*. Isso auxiliará sua produção e sua compreensão oral na língua inglesa;

2º. Passo: Repita o 1º Passo, agora, pausando e repetindo as sentenças, com o auxílio do *script* (ver Anexo do Módulo 1).

## Tarefa 6.2: Focusing on linguistic-communicative aspects 2

Nesta tarefa, vamos estudar e praticar as Wh-questions em inglês apresentadas pelo professor William no Video 2. Leia atentamente as explicações em seu Guia de Estudos e faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### Wh-Questions

As **wh-questions**, orações interrogativas introduzidas por *what, when, where, which who, whose, why, how*, possuem caráter aberto, isto é, não podem ser respondidas apenas com 'yes' ou 'no'. Observe alguns exemplos:

Q: *What do you like doing?*

A: *Playing volleyball, drawing and listening to music.*

Q: *When does your class start?*

A: *At 10:30, I guess.*

Q: *Where have you been?*

A: *Well, just walking around.*

Q: *Which way should we go?*

A: *I have no idea!*

Q: *Who would you like to talk to?*

A: *Carlos. Is he there?*

Q: *Whose umbrella is it?*

A: *I think it's Davi's, isn't it?*

Q: *Why are you waiting for her?*

A: *She asked me so.*

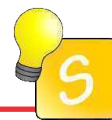
Q: *How long does it take from your house to your school?*

A: *About 10 minutes by car.*

Em relação à estrutura, deve-se observar que quando a 'wh-question' está na posição de sujeito de uma oração, não se utilizam os auxiliares (salvos em casos em que se deseja enfatizar uma informação). Por exemplo, na oração 'What makes you happy?', 'what' funciona como sujeito da oração, diferentemente, de 'What do you want for your birthday?', em que o sujeito é 'you'.

Uma possível resposta à primeira pergunta seria: 'Being with my friends makes me happy', em que o trecho sublinhado substitui 'what' e funciona como sujeito. Já para a segunda, poderíamos ter a seguinte resposta: I want a new pair of shoes, em que o trecho em destaque funciona como objeto direto e não pode, pois, substituir 'what', daí a necessidade do auxiliar 'do'.

Quando as *wh-questions* estão ligadas a uma preposição, esta, geralmente, pode aparecer junto da *wh-question* (em estilos mais formais, como em: 'To whom did you speak?') ou a final da oração (em estilos mais informais, como em: what are you thinking about?)



Na pergunta *What does your brother like?*, *like* funciona como um verbo. Espera-se, pois, nesse caso, que o interlocutor fale a respeito das preferências de seu irmão (Ex: *My brother likes reading and writing poems*). Todavia, nas perguntas *What is your brother like?* e *What does your brother look like?*, *like* aparece respectivamente como uma preposição e uma conjunção (e não como um verbo!). Na primeira pergunta, poderia-se responder *My brother is talkative and sociable*; na segunda, *My brother is tall and thin. He has short dark hair and green eyes*. Em suma, *be like* refere-se à personalidade de alguém e *look like* à aparência física.

**Let's practice!** Based on what we have just studied and on the knowledge you already have, try to do the following exercises. You can check your answers in the Appendix (See Anexo do Módulo 1).

1) Write down appropriate questions to the following answers:

a. - How \_\_\_\_\_?

- I'm feeling fine.

b. - Who \_\_\_\_\_?

- I'm talking to my mom. Wait a minute!

c. - Where \_\_\_\_\_?

- I'm afraid they went to the cinema.

d. - Whose \_\_\_\_\_?

- This pen is mine, isn't it?

e. - What \_\_\_\_\_?

- Our class starts at 8:00. Don't be late!

f. - What \_\_\_\_\_?

- I love dancing and practising sports.

g. - Which \_\_\_\_\_?

- I prefer the black T-shirt.

h. - What \_\_\_\_\_?

- My boyfriend? Oh, he's lovely and very supportive.

2) Read the headlines below from the site [www.thestar.com](http://www.thestar.com) and write down questions you could ask in order to get more information about the news. One example was done for you:

Oilpatch activist Wiebo Ludwig dead at age 70 <http://www.thestar.com/news/canada/article/1158811--oilpatch-activist-wiebo-ludwig-dead-at-age-70>

Possible questions:

What happened?  
Why did he die?  
When will the funeral be?  
How many children did he have?  
How important was he?

a. Student, 13, grabs the wheel, starts CPR after schoolbus driver passes out  
<http://www.thestar.com/news/world/article/1158895--student-13-grabs-the-wheel-starts-cpr-after-schoolbus-driver-passes-out>

b. Wife of top Chinese politician suspect in U.K. man's murder  
<http://www.thestar.com/news/world/article/1159065--wife-of-top-chinese-politician-suspect-in-u-k-man-s-murder>

c. Eating smart fights breast cancer  
<http://www.healthzone.ca/health/newsfeatures/article/1158680--eating-smart-fights-breast-cancer>



Expressões como 'on earth', 'the devil', 'the hell' costumam ser colocadas após *wh-questions* a fim de enfatizá-las. Há que se observar, entretanto, que orações como 'what the devil/the hell are you doing?' podem soar ofensivas.



Para complementar seus estudos sobre o *wh-questions* e fazer exercícios, acesse os links:

<http://www.englishexercises.org/makeagame/viewgame.asp?id=1718>

<http://a4esl.org/q/h/9704/dg-wh.html>

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-62673.php>

Você gostaria de praticar mais um pouco as *wh-questions*, em um nível mais avançado? Acesse o livro de Martin Hewings (2013), na pasta Extra Materials' Corner, no Moodle, e tente realizar os exercícios da unidade 26. Ao final do livro, há uma chave de respostas por meio da qual você poderá conferir o gabarito. Ficou com dúvidas? Não deixe de contatar o/a seu/sua tutor/a!



## Tarefa 6.3: Focusing on linguistic-communicative aspects 3

Você sabe a diferença entre os pronomes *other*, *another* e *others*? Leia atentamente as explicações, em seu Guia de Estudos, e faça as atividades propostas. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### OTHER, ANOTHER, OTHERS

Ao praticar a entonação de perguntas em inglês, você deve se lembrar de ter repetido as seguintes questões: *Can you speak any other languages?* e *Which other cities in the U.S. have you been to?*

Você consegue pensar em outros exemplos com o pronome OTHER? De que forma seu uso difere do pronome OTHERS? E em relação a ANOTHER? Leia os seguintes exemplos:

- Paul's suggestion wasn't good, but nobody had other ideas.
- My wife likes classical music, but I prefer other types of music.
- Maria is much younger than my other friends.
- The boy was holding his toy in one hand and some candy in the other hand.

Como você pode perceber, o pronome OTHER é normalmente seguido por substantivos no plural. Contudo, se precedido pelo artigo definido THE ou por um possessivo como MY, HIS, HER, etc, pode ser seguido por substantivos no plural ou no singular. Compare o uso de OTHER com o uso de ANOTHER nos seguintes exemplos:

- Karen didn't like Paul's suggestion and came up with another idea.
- All the tickets were sold out, so the band is playing another concert next weekend.

ANOTHER é usado com substantivos no singular, e nunca é precedido pelo artigo definido (um erro bastante comum entre alunos no Brasil é dizer, por exemplo, "the another idea"). Há, entretanto, uma exceção para a regra; toda vez que se referir a um número ou quantidade no plural, usa-se ANOTHER, como nos seguintes exemplos:

- There are 26 students and only 20 chairs, so we need another 6 chairs.
- The company has sacked 220 employees, and is still going to sack another 50.
- Agora leia os seguintes exemplos com o pronome OTHERS:
- Karen's idea was better than the others.
- Some teachers are in favor of written tests, while others prefer oral examinations.
- My favourite languages are English and Spanish, but my brother prefers others.

Você deve ter percebido que o pronome OTHERS é sempre usado para substituir substantivos no plural, aos quais alguma referência anterior já foi feita, como no segundo exemplo, "some teachers are in favor of written tests, while others prefer oral examinations", em que o uso de "others" evita a repetição do substantivo "teachers".

**Let's Practice!** Complete the sentences below with OTHER, ANOTHER or OTHERS. Then check your answers in the Appendix (see Módulo 1):

1. The bank is on the \_\_\_\_\_ side of the street.
2. There are five banks in this neighbourhood, and soon there will be \_\_\_\_\_ one .
3. Paul never wanted to be a bank clerk. Actually, he had \_\_\_\_\_ jobs in mind.
4. I'm a little busy right now. Can you come back \_\_\_\_\_ time?
5. Some clients are more polite than \_\_\_\_\_.
6. China pollutes more than any \_\_\_\_\_ nation in Asia.
7. Paris is famous for the Eiffel Tower, among \_\_\_\_\_ sights.
8. My trip to France was different from the \_\_\_\_\_.

9. There's room for \_\_\_\_\_ two people in the car.
10. I've found only one shoe. Do you know where the \_\_\_\_\_ one is ?
11. Would you like \_\_\_\_\_ piece of cake ?
12. You should show more respect for \_\_\_\_\_ people.
13. Some people prefer a vegetarian diet while \_\_\_\_\_ prefer a meat based diet.
14. I've still got a headache. Can you give me \_\_\_\_\_ aspirin?
15. What do the \_\_\_\_\_ members of the group think?
16. There were five candidates for the job. I interviewed two of them, and Paul talked to the \_\_\_\_\_.



## Tarefa 7: Useful phrases

No Video 3: Useful Phrases, o professor William apresenta algumas expressões que podem ser úteis para que você produza seus textos orais e escritos e se engaje discursivamente na língua inglesa. Para isso, siga os passos abaixo:

1º Passo: Assista ao Video 3: Useful Phrases e, utilizando a ferramenta de pausa do seu videoplayer, vá pausando, após cada sentença produzida, para repetir as estruturas e expressões apresentadas pelo professor William. Procure fazer isso sem ler o *script*. Isso auxiliará sua produção e sua compreensão oral na língua inglesa;

2º. Passo: Repita o 1º Passo, agora, pausando e repetindo as sentenças, com o auxílio do *script* (ver Anexo do Módulo 1).



## Tarefa 8: Tarefa com envio de arquivo único - *A word about me!*

Nesta atividade, vamos explicitar algumas das estruturas da língua inglesa e você terá agora a oportunidade de produzir um texto oral em inglês falando sobre você, seguindo passos guiados de planejamento com seu/sua tutor/a antes da gravação. Como já fizemos essa atividade de forma escrita na disciplina 'Língua Inglesa: habilidades integradas com ênfase na compreensão oral', você poderá aprofundar sua apresentação, usando além do que já foi feito anteriormente, os conhecimentos trabalhados no Módulo 1. Portanto, além de seu nome, idade, nacionalidade, profissão, cidade em que mora, fale também um pouco sobre sua família, seus hobbies, suas preferências, seus interesses profissionais, seus planos para o futuro etc.

Para realizar essa tarefa, você deverá, antes de mais nada, agendar com seu/sua tutor/a um dia e horário para planejar e praticar sua apresentação pessoal. A participação no chat com seu/sua tutor/a é obrigatória. No chat com seu/sua tutor/a, você deverá seguir os passos listados a seguir a fim de que se prepare para criar um arquivo de áudio de um a dois minutos, contemplando os aspectos mencionados e enviá-lo ao fórum AVA Moodle. Siga os seguintes passos para planejar e realizar sua tarefa:

1. Chat: Agende com seu/sua tutor/a um dia e um horário para o planejamento e prática, antes da gravação;
2. Brainstorm: anote, em inglês, algumas palavras-chave que representem os aspectos mais importantes sobre você, como nacionalidade, profissão, hobbies e outras informações que você queira incluir na sua gravação;
3. Plan: planeje o que você deseja dizer e como você deseja gravar sua fala. Você poderá escrever pequenas frases para ajudá-lo/a na hora da gravação.
4. Speak: você poderá praticar sua fala antes de gravá-la ou ainda repetir a gravação caso ache necessário. Afinal, practice makes perfect!



Lembre-se de que você não deverá escrever o texto todo da sua fala, pois não se trata de uma tarefa de leitura em voz alta, mas sim de produção oral.

Critérios de avaliação:

1. Participação do chat com tutor/a: 4 pontos;
2. Gravação inclui informações relevantes de modo a possibilitar conhecê-lo/a melhor: 5 pontos;
3. Gravação possui uma fala inteligível: 3 pontos
4. Gravação está adequada do ponto de vista léxico-gramatical: 3 pontos.

.....

Abaixo apresentamos algumas atividades complementares desenvolvidas para que você aprofunde a prática da compreensão e produção oral e escrita em língua inglesa. Observe que as instruções estão todas em inglês para que você se familiarize, cada vez mais, com a língua. Não se preocupe caso você encontre dificuldades para realizar as atividades ou mesmo compreendê-las, lembre-se de que a aprendizagem é um processo contínuo. Quaisquer dúvidas, converse com seu(sua) tutor(a) a distancia. Aproveite!



## Tarefa 9: Atividade Complementar 1

### *Stereotypes: that's the way it is. Is it?*

Do you know what the word 'stereotype' means? According to the Cambridge Dictionary online, a stereotype is a fixed idea that people have about what someone or something is like, especially an idea that is wrong. We may have stereotypes concerning cultures, nationalities, languages, people etc. Learning a foreign language is certainly a great opportunity to discuss and rethink the pre-conceived ideas we have in relation to the others.

In this task, we are going to watch a video in which some people talk about the stereotypes normally related to Blacks, Mexicans, Asians, Gays and Blondes. In order to achieve a good performance in this task, follow the steps bellow:

1<sup>st</sup> Look up the following words in the dictionary and take notes:

chic	valet	nigger	shallow
slut	spic	lawn	fag

2<sup>nd</sup> Read the activity and make sure you understand what you are expected to hear from the video;

Watch the video *Stereotypes of Blacks, Mexicans, Asians, Gays and Blondes* and complete the gaps with the information you hear. Write the words and click **Send** to check your answers:

3<sup>rd</sup> Click on the link <http://www.youtube.com/watch?v=cOZd11Mcej4> to watch the video *Stereotypes of Blacks, Mexicans, Asians, Gays and Blondes* and do the activity;

	Black	Gays	Blondes	Asians	Mexicans
People see me as...	1. _____	2. _____	3. _____	4. _____	5. _____
People call me a...	6. _____	7. _____ I don't have	8. _____ I won't have	9. _____	10. _____
Complete	I haven't been to 11. _____	12. _____ I don't wear	13. _____ with you.	I can't fix your 14. _____	I won't 15. _____ your lawn.
What they say about themselves	I don't belong to a 16. _____	17. _____ or women's clothes	I'm still a 18. _____	I don't know 19. _____	I was born in 20. _____

SEND

4<sup>th</sup> Watch the video again and read the script (See *Anexo do Módulo 1*).



## Tarefa 10: Atividade Complementar 2 Forum: *Can I ask you some questions?*

Have you ever heard the song 'Dear Mr. President', by Pink? In this song the speaker invites the President to "take a walk" in order to ask him some questions. According to Pink, 'Dear Mr. President' was one of the most important songs written by her and it was an open letter to George W. Bush. It has been released in Europe, Australia and Canada (For more information, go to [https://en.wikipedia.org/wiki/Dear\\_Mr\\_President\\_\(Pink\\_song\)](https://en.wikipedia.org/wiki/Dear_Mr_President_(Pink_song))).

In this task, you are going to listen to this song in order to: practice pronunciation; improve vocabulary and interpret the lyrics together with your colleagues. To achieve a good performance, follow the steps below:

1<sup>st</sup> Click on the video to listen to the song <https://youtu.be/1f8S5u01E0Y>

2<sup>nd</sup> Watch the video again and read the lyrics to check pronunciation and solve doubts concerning vocabulary (see lyrics in *Anexo do Módulo 1*);

3<sup>rd</sup> Write down a text commenting on your impressions on the lyrics of the song and post it at the Forum. You can focus on the following aspects: *what called your attention? What did you like more about the song? In your opinion, how appropriate are the lyrics to the context of your country? What kind of questions would you like to ask the President of your country, if you had the chance?* You may write in Portuguese or English and you should comment on your colleagues' texts.

## ANEXO DO MÓDULO 1

### 1. SCRIPT VIDEO 1: PRESENTATION

Hello, my name is William. You probably remember me from the previous subject (Habilidades integradas com ênfase na compreensão oral). In that subject, we spent the first two modules talking about ourselves, our family and friends. And that's exactly what we're going to do at the beginning of this course. In the first module, we're going to practise some useful expressions to talk about ourselves and the people we know, ask personal questions and study some aspects of pronunciation. So let's get (started) down to work then!

#### Module 1

Hello, my name's William. I'm 42 years old, and I was born in São Paulo. I'm single, and I have three brothers. My oldest brother's name is Gil. He's eleven years older than me, he's married and he lives in São Paulo. He doesn't have any children. He's a dentist, but he loves reading, especially Brazilian poetry. His favourite writer is João Cabral de Melo Neto. He reads a lot, and he's also a pianist on the side.

As for me, I'm a teacher at the Federal University of Uberlândia. I've been there for only three years, but I've always been interested in languages. I personally believe languages help you to see things in different ways, or from different perspectives. Not everyone will agree with me, but English is a most beautiful language. What's more, it's a lingua franca spoken by millions of people around the world.

Many people think I'm Chinese or Japanese, but actually I'm Brazilian (my grandparents were Japanese). I can't speak Japanese, but I'm really fond of Japanese food. I love eating most kinds of food, so it's quite hard for me to keep fit. Actually, I work out three times a week, and have been trying to cut down on chocolate and sugar. It's not easy, I must say... But all in all I feel good most of the time. In the future I'm going to take up a new hobby, like a martial art, for example. In addition, I'd like to play a musical instrument. Well, that's all I had to say about myself.

### 2. RESPOSTAS TAREFA 5.3

#### 1) Possible answers:

1. I'm going to travel to the beach.
2. I'll send you the photos right now.
3. He'll win the election.
4. He's going to win the election.
5. What are you going to do?
6. I'm going to visit my grandmother.
7. He'll probably miss his family.
8. Will you need a visa?
9. I'm going to cut down on fat foods.
10. I'm going to break up with my boyfriend/girlfriend.

2) Possible answers: In 10 years' time, education will get better; people will be more aware of how to protect their environment; cars will definitely fly; internet access will not be a privilege of few anymore

### 3. RESPOSTAS ATIVIDADE 'PARE E PENSE'

1. I love it.
2. This is a lot of information.
3. All the words on a page.
4. The world's amazing.
5. It's an excellent idea.
6. Do you have an interesting job?
7. How is it possible?
8. He's an expert in software design.
9. How old are you?

### 4. TAREFA 6.1: FOCUS ON PRONUNCIATION VIDEO 2

**Now I'd like you to listen and repeat some of the sentences from my introduction:**

- I'm 42 years old.
- I was born in São Paulo.
- I have three brothers.
- He doesn't have any children.
- I'm a teacher at the Federal University of Uberlândia.
- I've been there for only three years...
- ... but I've always been interested in languages.
- Actually, I'm Brazilian.
- I love eating most kinds of food.
- I work out three times a week.
- In the future, I'm going to take up a new hobby.
- Well, that's all I had to say about myself.

**Now let me ask you some questions:**

- What do you do for a living?
- How old are you?
- Who's your favourite author?
- How often do you go to the cinema?
- What do you like doing in your free time?
- What are your plans for the future?
- Do you have any brothers or sisters?
- Are you married?
- Have you ever been abroad?
- Do you like watching television?
- Are you doing anything this evening?
- Did you go to school in Uberlândia?

**Listen to the same questions again, this time focusing on the end of the questions. What do you notice about INTONATION?**

You may have noticed that the voice goes DOWN at the end of questions containing question words like WHAT, WHY, WHEN, WHO, HOW, WHERE, etc.

On the other hand, the voice goes UP at questions that ask for YES and NO answers.

Now listen to the following questions, and repeat them, trying to make your voice go UP (↗) or DOWN (↘), according to this rule:

1. Where do you live?
2. Do you live in a house?
3. How do you go to school?
4. Do you have a job?
5. Whereabouts in Minas Gerais are you from?
6. Do you like dancing?
7. What sort of music do you like?
8. Can you speak any other languages?
9. Have you ever been to Japan?
10. Which other cities in the U.S. have you been to?

#### Word linking

When we speak quickly, a word that begins with a **VOWEL** sound is linked to the **CONSONANT** sound at the end of the word before it. So when you hear: "I work out three times a week", you may notice that "work out" and "three times a" sound as if they were **ONE** word because of this link-up. Other examples of linking:

- "This is a good idea".
- "Do you like art?".
- "Are you interested in poetry?".

Linking also happens if a consonant is silent at the end of a word, for example "a new idea". The letter **Y** links to the following vowel sound as a /j/, for example: "a juicy apple".

Now listen and mark the links in the following phrases:

1. I love it.
2. This is a lot of information.
3. All the words on a page.
4. The world's amazing.
5. It's an excellent idea.
6. Do you have an interesting job?
7. How is it possible?
8. He's an expert in software design.
9. How old are you?

### Check!

Here are some of the words you heard in Module 1 that are commonly mispronounced in Brazil. Listen and repeat:

- All the words on a page.
- I love eating most kinds of food.
- Author.
- Favourite author.
- Who's your favourite author?
- It's just another author.
- What other authors do you like?

## 5. RESPOSTAS TAFEFA 6.2 – FOCUSING ON LINGUISTIC-COMMUNICATIVE ASPECTS 2

1) a. How are you feeling?

b. Who are you talking to?

c. Where did they go?

d. Whose pen is it?

e. What time does our class start?

f. What do you like doing?

g. Which T-shirt do you prefer?

h. What's your boyfriend like?

2) Possible answers:

a. What happened to the bus driver?

What is CPR?

Where is the student from?

How did he know what to do?

b. What's her name?

Why would she kill a man?

How did she kill him?

How many witnesses were there?

c. What kind of things should we eat?

What does 'eating smart' mean?

Where was this research developed?

## 6. RESPOSTAS TAREFA TAREFA 6.3 - FOCUSING ON LINGUISTIC-COMMUNICATIVE ASPECTS 3

1. other
2. another
3. other
4. another
5. others
6. other
7. other
8. other/ others
9. another
10. other
11. another
12. other
13. others
14. another
15. other
16. others

## 7. SCRIPT VIDEO 3: USEFUL PHRASES

Here are some useful phrases you may want to learn:

- I'm fond of Japanese food.
- I'm keen on Japanese food.
- I personally believe English is important.
- Not everyone will agree with me, but English is not difficult.
- In my opinion, it's important to learn languages.
- To my mind, it's important to learn languages.
- Also, I can speak other languages.
- What's more I can speak other languages.
- Many people think I'm Chinese, but I'm actually Japanese.
- All in all I like my job.
- In general it's a good job.
- By large I like the job.
- On the whole, it's a good job.

## 8. SCRIPT VÍDEO STEREOTYPES OF BLACKS, MEXICANS, ASIANS, GAYS AND BLONDES

**I really don't know. I just don't get it. I don't know why. I can't figure out. I don't understand why the only thing people see me as... The only thing... The only thing people see me as a... Valet. Promiscuous. Shallow. Genius. Illegal.**

**I don't understand why people that don't even know me. Who don't even know me. Who don't even know me... Think it's ok to call me a slut. Fag. Spic. Nigger. Chic.**

**No, I won't mow your lawn. No, I don't have AIDs. No, I can't fix your computer. No, I haven't been to jail. No, I won't have sex with you.**

**I was born in America. I don't wear make-up or women's clothes. I don't know karate. I don't belong to a gang. I'm still a virgin.**

**When? When? When will we see a change? When? When? When will you realize I'm not who you think I am? Yes, I'm good at basketball, but I'm also a straight-A student. Yes, I understand the complexity of calculus, but I want be a dancer. Yes, I like to look nice, but that doesn't mean I'm a rich bitch. Yes, I like men, but I'm also looking to spend the rest of my life with someone I love.**

**Why do TV shows, magazines, movies, websites, commercials portrait me as a person I am not? Do you realize? Do you realize?**

**I breath the same air that you do. I bleed the same blood as you. I shed the same tears you do.**

**Stop! Stop judging me. Stop! Stop stereotyping me. And start treating me like an equal.**

9. TAREFA 10 - LETRA DA MÚSICA 'DEAR MR. PRESIDENT'

DEAR MR. PRESIDENT

Pink

Dear Mr. President,  
Come take a walk with me. (Take a walk with me)  
Let's pretend we're just two people and  
You're not better than me.  
I'd like to ask you some questions if we can speak honestly.  
  
What do you feel when you see all the homeless on the street?  
Who do you pray for at night before you go to sleep?  
What do you feel when you look in the mirror?  
Are you proud?  
  
How do you sleep while the rest of us cry?  
How do you dream when a mother has no chance to say goodbye?  
How do you walk with your head held high?  
Can you even look me in the eye  
And tell me why?

Dear Mr. President,  
Were you a lonely boy? (Were you a lonely boy)  
Are you a lonely boy? (Are you a lonely boy?)  
How can you say  
No child is left behind?  
We're not dumb and we're not blind.  
They're all sitting in your cells  
While you pave the road to hell.

What kind of father would take his own daughter's rights away?  
And what kind of father might hate his own daughter if she were gay?  
I can only imagine what the first lady has to say  
You've come a long way from whiskey and cocaine.

How do you sleep while the rest of us cry?  
How do you dream when a mother has no chance to say goodbye?  
How do you walk with your head held high?  
Can you even look me in the eye?

Let me tell you 'bout hard work  
Minimum wage with a baby on the way  
Let me tell you 'bout hard work  
Rebuilding your house after the bombs took them away  
Let me tell you 'bout hard work  
Building a bed out of a cardboard box  
Let me tell you 'bout hard work  
Hard work  
Hard work  
You don't know nothing 'bout hard work  
Hard work  
Hard work  
Oh

(How do you sleep at night?)  
(How do you walk with your head held high?)  
Dear Mr. President,  
You'd never take a walk with me.  
Would you?



## MÓDULO 2 - Giving suggestions and opinions



### Tarefa 11: Leitura do Capítulo de Introdução no Guia de Estudos

O capítulo de Introdução do Guia de Estudos apresenta vários aspectos importantes sobre o segundo módulo de nossa disciplina. Portanto, faça uma leitura atenta e cuidadosa de todos os itens apontados e tire suas dúvidas com os tutores, caso as tenha. Se você já realizou essa tarefa, passe para a Tarefa 12.



What comes to your mind when you think about the English language? What is your impression on British, American or Australian English, for instance? Have you ever heard Japanese or Indian people speaking English? What was it like for you? Have you ever considered what learning (or teaching) English as an international language means? Read now the text *'Do you speak English? Repensando as implicações de se ensinar-aprender inglês como língua internacional'* and compare your ideas to the ones discussed in the text.



### Tarefa 12: Leituras teóricas

Leia atentamente o texto *'Do you speak English? Repensando as implicações de se ensinar-aprender inglês como língua internacional'* e tire suas dúvidas com os tutores, caso as tenha. Além do texto do Guia de Estudos, há outros dois textos muito importantes que embasarão discussões nesta e em outras disciplinas. Um deles é o texto de Leffa (2006), no qual o autor trata o tema de língua estrangeira hegemônica e solidariedade internacional. O segundo texto é de Duboc (2019), no qual a autora trata do conceito de Inglês como Língua Franca e sua relação com a BNCC - Base Nacional Comum Curricular.

Em disciplinas anteriores, você provavelmente já ouviu falar sobre a BNCC, que se trata de um documento com caráter normativo cujo principal objetivo é definir o conjunto de conhecimentos essenciais a serem trabalhados na Educação Básica. Sobre a BNCC teremos a oportunidade de conversar durante a videoconferência deste módulo, com um olhar atento e especial para o eixo da oralidade quando pensamos os processos de ensino-aprendizagem da língua inglesa.

Boas leituras!

#### **DO YOU SPEAK ENGLISH? REPENSANDO AS IMPLICAÇÕES DE SE ENSINAR-APRENDER INGLÊS COMO LÍNGUA INTERNACIONAL**

No módulo 1, falamos sobre como o desejo de uma produção oral fluente e “perfeita” é perseguido por aprendizes de línguas estrangeiras. Esse ideal de falante, por muito tempo preconizado por métodos de ensino de língua estrangeira e reforçado sobretudo pelos discursos da mídia, incide na formação de professores e no processo de ensino/aprendizagem.

Guilherme de Castro (2009), por exemplo, aponta como graduandos de um curso de Letras se inscrevem no que a autora denomina Discurso Midiático Institucional para o ensino-aprendizagem de línguas estrangeiras,

ao enunciarem acerca de sua competência oral em língua inglesa, consolidando concepções idealistas e inalcançáveis e, conseqüentemente, sentimentos de fracasso em relação à aprendizagem da língua. Em outras palavras, ao sustentar uma noção homogênea e fechada de língua, o sujeito acaba por se excluir do processo de aprendizagem, pois não considera a língua estrangeira (na qual é capaz de enunciar) como legítima.

Rajapagopalan (2004) discute o conceito de *World English* e suas implicações para o ensino de línguas estrangeiras e aponta que, com a expansão do inglês como língua internacional, a ideia tradicional de falante nativo como o detentor legítimo do saber (sobre) a língua tornou-se difícil de ser sustentada. Uma das implicações de se considerar o *World English* ou o inglês como língua internacional, usada em transações econômicas, em situações diplomáticas e outros contextos rotineiros, em uma escala antes imaginável, é a da reconsideração do falante nativo como modelo de falante a ser alcançado. Aliás, como bem coloca Rajagopalan, mesmo o falante nativo precisa desenvolver suas habilidades linguístico-comunicativas.

Andrews (2007), ao discutir a questão da dicotomia professor de inglês nativo x professor de inglês não nativo, argumenta que, no centro desse debate, encontra-se a consideração da proficiência linguística, que, por sua vez, não leva em conta os diferentes contextos linguísticos dos sujeitos. Os termos nativo/não nativo são, em geral, tomados como valores absolutos e, portanto, simplistas.

Tal visão é corroborada por Lurda (2009), que argumenta a favor da necessidade de se ver nos falantes não nativos legítimos professores da língua, uma vez que, dentre outras razões, eles:

- (i) podem, com êxito, ensinar estratégias de aprendizagem de línguas;
- (ii) possuem um alto nível de consciência da língua e podem, portanto, fornecer informações sobre ela;
- (iii) podem antever dificuldades que, inevitavelmente, surgem no processo de aprendizagem de uma língua estrangeira;
- (iv) podem ser mais sensíveis às necessidades e problemas de seus alunos;
- (v) por geralmente terem a mesma língua materna de seus alunos, podem usá-la quando necessário e agir, dessa forma, como mediadores de diferentes línguas e culturas;
- (vi) estão mais familiarizados com o contexto local da aprendizagem e, mais especificamente, com seus planos de ensino e procedimentos relativos a avaliações.

É interessante ressaltar que o questionamento da tradicional valorização atribuída ao falante/professor nativo não deve implicar na inversão dos pólos, colocando o falante/professor não nativo em posição de superioridade. Antes trata-se de recusar uma visão meramente linguística e, portanto, simplista, de linguagem e de sujeito e adotar uma postura que preze pela consideração dos aspectos sócio-histórico-culturais envolvidos na constituição das identidades linguísticas.

Dessa forma, é preciso ter em mente que o ensino e a aprendizagem de uma língua estrangeira é, antes de tudo, uma questão política, que envolve, inevitavelmente, relações de poder. Na posição de professores e aprendizes, precisamos estar cientes das questões ideológicas e culturais envolvidas no processo de ensinar e aprender.

Para finalizar, trazemos as palavras de Moita Lopes (2008), para quem o inglês deveria ser visto não como língua internacional, mas global, sustentado por uma ideologia linguística que o concebe como

[...] uma língua descentrada, e seus usos em performances locais, como lugares de re-criação de uma anti-hegemonia, nos fluxos da fronteira, tornando possível contemplar outros futuros em outros discursos, construindo, assim, “uma outra globalização” (para lembrar mais uma vez Milton Santos). Considerando a sua natureza plural, os vários ingleses falados no mundo são lugares de muitos discursos, de contradições, de conflitos, de luta, de heterogeneidade discursiva ou de semiodiversidade, tornando possível aventar essa outra globalização. Os donos desses ingleses são, dessa forma, aqueles que os usam e fazem deles o que desejam, se re-inventando em novas performances identitárias e recriando

o mundo. As margens são lugares que conduzem a essa inspiração e seus limites devem ser ainda mais ampliados com políticas de multilinguismo por meio das quais podemos circular em outras línguas para além dos ingleses [...]. (p. 333-334)

Em um recente texto, Duboc (2019) busca analisar o conceito de inglês como língua franca - que já estudamos no módulo 1 - que fundamenta o Componente Curricular Língua Inglesa da Base Nacional Comum Curricular – Ensino Fundamental (BNCC). Convidamos você a acessar e a ler o texto da autora disponível no Moodle, já que este texto traz algumas questões importantes, polêmicas e com uma multiplicidade de entendimentos que circundam o ensino-aprendizado de inglês.

Podemos prosseguir?

No Video 1: Presentation deste módulo, o professor William apresenta um e-mail que recebeu de uma amiga americana e uma possível resposta que pretende enviar a ela. A partir dos textos apresentados, faremos atividades de compreensão oral e estudaremos algumas estruturas linguístico-comunicativas utilizadas para exprimir sugestões e opiniões. Mãos à obra!



## Tarefa 13 / Atividade 1: Lead-in

Before watching Video 1: Presentation, study some expressions used by professor William. First, try to associate the verbs below to their appropriate meaning. Then check your answer in the Appendix (see Anexo do Módulo 2).

- a. To be about to do something
- b. To settle down
- c. To reckon
- d. To put somebody out
- e. To look forward to doing something
- f. To broaden
- g. To mingle
- h. To make ends meet

- 1. ( ) It means causing problems or extra work for somebody.
- 2. ( ) When something becomes wider.
- 3. ( ) It means you are going to do something soon.
- 4. ( ) It means moving around and talking to people.
- 5. ( ) It means to think or to consider something.
- 6. ( ) When you start living in a place, usually with the intention of staying there for a long time.
- 7. ( ) When you have enough money to pay for the things you need.
- 8. ( ) You say it when you are excited about something that is going to happen. You may also use it at the end of a letter to say you expect something from someone.

Have you observed that **settle down, put somebody out and look forward to doing something** are phrasal verbs?

Here are some other words used by William. Check!

If something is **handy**, it is useful or convenient. How handy are these objects in your opinion?



Fonte: <https://www.cnetfrance.fr/produits/test-apple-iphone-12-39914471.htm>



Fonte: <https://www.pocket-lint.com/pt-br/cameras/reviews/gopro/155137-camera-de-acao-gopro-hero-9-preto-revisao>



Fonte: <https://nprints.pt/produto/triciclo-infantil-conversivel-3-em-1-jungle-mix-azul/>



Fonte: <https://www.reviewbox.com.br/lanterna-melhores-modelos/>

When a person spends some time traveling or working, after leaving school and before starting university, we say he or she is taking a gap year. Do you know anyone who has taken a gap year?

Are you an **easy-going** person



or are you easily upset and worried about things?

Fonte: <https://br.pinterest.com/pin/374854368990070967/>

Look at these sentences:

- Whereabouts is your house?
- Whereabouts did you call him from?
- I have no idea whereabouts he is now.

**Whereabouts** is a noun used to refer to the place where a person or a thing is.



## Tarefa 13 / Atividade 2: Listening Comprehension

No Video 1: Presentation, o professor William faz, primeiramente, a leitura de um e-mail que recebeu de sua amiga Janet e, em seguida, lê uma possível resposta que enviará a ela. Para realizar essa atividade e obter um bom aproveitamento, siga os seguintes passos:

1° Passo: Assista ao Video 1: Presentation, disponível no AVA Moodle e, primeiramente, procure identificar, a partir de seu conhecimento da língua inglesa, as respostas para as seguintes perguntas: (1) *Where does Janet's daughter, Jane, want to travel to?*; e (2) *Does William encourage Janet's daughter to come to Sao Paulo? Why (not)?*;

2° Passo: Leia atentamente as perguntas de compreensão propostas;

3° Passo: Assista novamente ao Video 1: Presentation e **responda no AVA Moodle** as perguntas propostas, depois confira suas respostas no próprio ambiente. A correção desta atividade deverá ser feita de maneira autônoma, ao fim do exercício, depois de submeter suas respostas, clicando no botão send. Uma vez enviadas as suas respostas, uma tela com a correção aparecerá. Caso tenha dúvidas, fale com seu(sua) tutor(a) a distância.

4° Passo: Assista novamente ao Video 1: Presentation e acompanhe a leitura do *script* (ver anexo do Módulo 2).

### VIDEO 1: Presentation

Watch the video and choose the correct answer.

1) James is a:

- a. veterinarian.
- b. high school student.
- c. International Studies students.

2) Jane wants to:

- a. take up International Studies at college.
- b. teach Portuguese in Brazil.
- c. visit some beaches in Brazil.

3) William thinks Jane should:

- a. live in the south of Brazil.
- b. live in Sao Paulo.
- c. live somewhere near Sao Paulo.

4) William believes Jane:

- a. should rent a car in order to get to know Sao Paulo.
- b. may find a place to teach English as soon as she arrives in Brazil.
- c. will have problems to choose which beach to go.



## Tarefa 13 / Atividade 3: Focusing on linguistic-communicative aspects 1

Nesta seção faremos uma breve revisão sobre as *Second Conditionals* (para maiores detalhes veja o Guia de Estudos da disciplina 'Habilidades integradas com ênfase na compreensão oral') e estudaremos a forma e uso das *First Conditionals*. Leia atentamente o seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### REVIEW: SECOND CONDITIONAL

As *Second Conditionals* exprimem uma situação possível, imaginária ou uma hipótese. Em outras palavras, o locutor apresenta uma condição que precisa ser atendida para que se mude uma situação no presente ou no futuro. Sua estrutura é formada da seguinte maneira:

***if+ simple past + would/could/might + infinitivo (sem to)***

If I had enough time, I would take up some swimming classes.

**Let's Practice!** Complete the text below with the appropriate form of the verbs in the Second Conditional. Then check your answers in the Appendix (see Anexo do Módulo 2).

Gloria's friend, Melissa, doesn't know what to do about her neighbor who insists on playing the drums every single day. She said she simply can't sleep anymore! Gloria's giving her some suggestions:



Fonte: <https://rolandcorp.com.au/blog/why-every-musician-should-learn-to-play-drums>



Fonte: <https://www.dreamstime.com/photos-images/closing-ear.html>

Come on, Melissa! If I (1). \_\_\_\_\_ (be) upset as you are, I (2). \_\_\_\_\_ (play) this awful song loud just to bother him too and if he (3). \_\_\_\_\_ (complain) or (4). \_\_\_\_\_ (say) anything, I (5). \_\_\_\_\_ (ignore) him completely. But, you see, I don't think it's a good option...

So, seriously, if I (6). \_\_\_\_\_ (be) you, I (7). \_\_\_\_\_ (talk) to him to try to solve this problem. Tell him you can't sleep because he's making too much noise. What if he (8.) \_\_\_\_\_ (can) go to a studio and practice the drums there? Give him this suggestion!

What about the other neighbors, are they OK with all this noise? If you (9). \_\_\_\_\_ (go) to his house together to explain the situation, don't you think he (10). \_\_\_\_\_ (understand) it?

Well, I wouldn't like to say that but if you (11). \_\_\_\_\_ (call) the police, things (12). \_\_\_\_\_ (get) better soon...

### FIRST CONDITIONAL

Diferentemente das *Second Conditionals*, as *First Conditionals* indicam condições que, se atendidas, provocam resultados prováveis no futuro. Ao final de seu e-mail, William usa a seguinte oração: "If you see her, tell her I miss our talks over coffee". A condição para que Janet possa dizer a Miranda que William sente sua falta é que ela veja essa pessoa.

Observe que as *First Conditionals* são formadas pela seguinte estrutura:

<b><i>if+ simple present + will/shall/may + infinitivo (sem to)</i></b>
If I <u>have</u> enough time, I <u>will take up</u> some swimming classes.
If my friend agrees, we <u>may go</u> to the cinema.
If they <u>call</u> us tonight, they <u>will not find</u> us at home.

**Let's Practice!** Do the exercises below and then check your answers in the Appendix (see Anexo do Módulo 2).

1. Complete the text with the appropriate form of the verbs in the First Conditional:



Fonte: <http://vivretteguitaracademy.com/>

"I'm Bruno and I'm 15 years old. I go to school in the morning and I spend the whole afternoon playing the guitar. My parents are angry with me, because my grades are not that good and they say that's because the only thing I do is to play the guitar. My mom says: "I'll (a). \_\_\_\_\_ (sell) your guitar if you (b). \_\_\_\_\_ (stop) playing it all day", but then when she sees me playing she says "Oh, we (c). \_\_\_\_\_ (buy) you a new guitar, if you (d). \_\_\_\_\_ (go on) playing like this!". Dad just says "Come on, Bruno, neighbors (e). \_\_\_\_\_ (get) upset with you, if you (f). \_\_\_\_\_ (play) it loud". Well, I just want to finish high school and find a job, because if I (g). \_\_\_\_\_ (finish) high school, I (h). \_\_\_\_\_ (have) more time to play and if I (i). \_\_\_\_\_ (find) a job, I (j). \_\_\_\_\_ the best guitar ever!"

2. Complete the sentences below with your own ideas:

a. If there's a holiday next month, \_\_\_\_\_.

b. I'll get angry, if \_\_\_\_\_.

c. If it doesn't rain, \_\_\_\_\_.

d. What will you do, if \_\_\_\_\_?

e. If I get a pay rise, \_\_\_\_\_.





Para complementar seus estudos sobre *First and Second Conditional* e fazer exercícios, acesse os links:  
<http://www.englishexercises.org/makeagame/viewgame.asp?id=1854>  
<http://www.esl-lounge.com/student/grammar/3g18-first-second-conditional-exercise.php>

Você gostaria de praticar mais um pouco os condicionais do inglês, em um nível mais avançado? Acesse o livro de Martin Hewings (2013), na pasta Extra Materials' Corner, no Moodle, e tente realizar os exercícios das unidades 83-85. Ao final do livro, há uma chave de respostas por meio da qual você poderá conferir o gabarito. Ficou com dúvidas? Não deixe de contatar o/a seu/sua tutor/a!



## Tarefa 13 / Atividade 4: Focusing on linguistic-communicative aspects 2

Leia atentamente o texto sobre a formação e o uso dos verbos modais, em seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### MODAL VERBS

No vídeo de introdução ao Módulo 2, o professor William deu os seguintes conselhos para a amiga que lhe escrevera pedindo sugestões para sua filha Jane:

- I think coming to Brazil would be a great opportunity for her to broaden her horizons.
- The best way to get to know a new city is on foot, arguably, so she should definitely walk a lot.
- She could get to know interesting Brazilian people on Facebook, for example.
- I can put you in touch with some teachers who may know people interested in private lessons.
- I'm sure he'll be able to give Jane good tips.

Os verbos sublinhados acima são conhecidos como verbos modais ou modal verbs. Um traço característico desses verbos é o fato de que eles não variam conforme o nome ou pronome que os antecede. Assim, no segundo exemplo acima ("she should definitely walk a lot"), "should" foi usado com a terceira pessoa do singular ("she"), e permanece da mesma forma se usado, por exemplo, com a terceira pessoa do plural, "they" ("they should definitely walk a lot").

Outra característica marcante desses verbos é o fato de expressarem ideias ou conceitos específicos, tais como "possibilidade" ("I can put you in touch with some teachers who may know people interested in private lessons"), ou "recomendação" ("she should definitely walk a lot"). De modo geral, podemos agrupar os verbos modais de acordo com as seguintes categorias (note que o mesmo verbo modal pode expressar ideias diferentes):

A) Certeza:

- I will be away for the whole day tomorrow.
- Don't worry, everything will be all right.
- The phone is ringing. That will be Mary.
- After travelling for 8 hours, you must be exhausted.
- Are you saying that you've been dating a super model? You can't be serious!

B) Possibilidade ou probabilidade:

- We may travel to Mexico next month.
- You can find out more about this subject on the Internet.
- The bus should be here in a few minutes.
- She may not be brilliant, but she's not stupid.

C) Possibilidade remota:

- One day we might travel to other planets, who knows?
- I could win the lottery and quit my job one day.
- Did she say that she might be absent from work today?

D) Possibilidade ligada a uma condição:

- If the weather is fine tomorrow, we'll (= we will) have a swim.
- If we lived on the coast, we'd (= we would) go to the beach every day.
- If you came and helped us, we might be able to finish early.

E) Obrigação:

- All the students must sign up for foreign language courses.
- You will only leave the premises with my permission.

F) Proibição:

- Students mustn't eat in the library.
- Books can't be taken out of the library.

G) Permissão:

- Can I leave now?
- You may bring a friend to the party.

H) Habilidade:

- Martha can play any instruments by ear.
- She could swim like a fish when she was a child.

I) Recomendação:

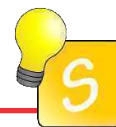
- You should see a doctor right now.
- You'd (= had) better go on a diet.
- She ought to tell her mother that she's pregnant.

J) Hábitos considerados negativos pelo falante:

- These days teenagers will spend hours on the internet every day.
- It's hard to have a conversation with her – she won't stop talking!

K) Polidez ao oferecer ou solicitar ações:

- Could you let me know when the next meeting is?
- Shall I help you carry that weight?
- I'll pay for the tickets.
- If you will follow me, I'll take you there.



Em se tratando de ações ou situações no passado, usamos os verbos modais seguidos pelo verbo auxiliar “have”, e pelo particípio passado do verbo principal. Estude os seguintes exemplos:

- By the end of this week, we'll have interviewed 45 candidates.
- They may have got lost on the way to the airport.
- You should have told me you were sick – I could have found a substitute for you. (Na fala, é comum usar as formas contraídas “should've” e “could've”)
- Without a map we wouldn't have arrived there on time. (Na fala, é possível encontrar a forma “wouldn't've”)
- Paul can't have stolen the computer; he was with us all the time. (Na fala, pode-se encontrar “can't've”)
- Richard mightn't have heard the news. (Na fala “mightn't've”)

**Let's Practice!** Now read the sentences below and underline the correct answers (in some cases, more than one option may be acceptable):

1. We COULD/MUST/MAY go to the supermarket today. We're out of food!
2. This coffee is delicious – you CAN/WILL/SHOULD have some.
3. George COULD/MIGHT/SHOULD be able to help us with the chores.
4. WILL/SHALL/COULD I lend you some money for the rent?
5. They have recently bought a GPS so they MUSTN'T/CAN'T/MIGHTN'T have got lost.
6. I just can't stand it when people CAN/MAY/WILL insist on smoking in bars or restaurants.
7. The new talent show is about people who MAY/MIGHT/CAN do all kinds of crazy things, like holding their breath for 4 minutes, for example.
8. My watch says only ten past 3. I guess it MUST/COULD/SHOULD have stopped.
9. The film contains a lot of gory scenes. Under sixteens MUSTN'T/SHOULDN'T/MIGHTN'T watch it.
10. It's a long way to go in a day, so I think we MAY/MIGHT/UGHT TO break the journey somewhere.
11. Someone in our building was having a party last night – you SHOULD/COULD/WOULD hear the noise half a mile away.
12. Sarah left the class early. She MAY/MUST/WILL have been feeling unwell.



Para complementar seus estudos sobre os verbos modais e fazer exercícios, acesse os links:

- <http://www.englishclub.com/grammar/verbs-modals.htm>
- <http://www.englishpage.com/modals/interactivemodal1.htm>
- <http://www.e-grammar.org/modal-verbs-can-may-must/>

Ficou com vontade de praticar um pouco mais sobre o uso de Modal Verbs? Acesse o Extra Materials' Corner e tente realizar as atividades das unidades 15-20 do livro de Hewings (2013). Ao final dele você consegue acessar o gabarito para conferir as suas respostas. Lembre-se de consultar seu/sua tutor/a em caso de dúvidas.

## Tarefa 13 / Atividade 5: Focusing on linguistic-communicative aspects 3

### REVIEW: PRESENT CONTINUOUS

Na disciplina 'Língua Inglesa: Leitura Instrumental', você provavelmente se lembra de ter estudado a forma e o uso do *Present Continuous*. Nesta seção faremos uma breve revisão, portanto leia atentamente o seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

Observe as orações abaixo usadas pelo professor William, ao ler o e-mail enviado por Janet:

- James is really enjoying his new high school, especially his new friends.
- She's graduating in International Studies at the end of the year.
- Did you know she's taking Portuguese classes in college?
- One of the countries she's thinking of travelling to is Brazil.

As partes sublinhadas são exemplos de orações no *Present Continuous*, o qual é formado pela seguinte estrutura:

Sujeito	verbo to be	verbo principal no gerúndio (-ing)	complemento
I	am	studying	English with Marly.
Marly	is	taking	the classes really seriously.
Marly and I	are	planning	to travel to Europe next Summer.
We	are NOT	going	to stay more than one month.
My mother	is	coming	with us.

De forma geral, usa-se o Present Continuous para se referir a eventos que estão em progresso ou que acontecem no momento em que se fala. Além disso, pode-se usá-lo quando se faz referência a situações de caráter mais temporário e que ocorrem próximo ao momento em que se fala, como em: *My brother is not helping me take care of my mother.*

**Let's Practice!** Do you prefer indoor or outdoor activities? Look at the pictures below and describe what these people are doing:

1



2



3



4

5

6

Fonte: [https://gooutside.com.br/wp-content/uploads/sites/3/2021/09/shutterstock\\_613868252-e1631890499357.jpg](https://gooutside.com.br/wp-content/uploads/sites/3/2021/09/shutterstock_613868252-e1631890499357.jpg)

7

8



Fonte: <http://canada1.national.edu/wp-content/uploads/2018/07/iStock-639710652-1080x675.jpg>



Fonte: <https://vocalist.org.uk/wp-content/uploads/2020/03/singing-basics-1536x1024.jpg>

9

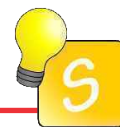
10



Fonte: [https://media.cnn.com/api/v1/images/stellar/prod/200416164101-3-underscored-creative-writing-lead.jpg?q=x\\_3,y\\_0,h\\_1684,w\\_2992,c\\_crop/h\\_720,w\\_1280](https://media.cnn.com/api/v1/images/stellar/prod/200416164101-3-underscored-creative-writing-lead.jpg?q=x_3,y_0,h_1684,w_2992,c_crop/h_720,w_1280)



Font: <https://anjuansimmons.com/blog/everything-i-need-to-know-about-leadership-i-learned-playing-dominoes/>



Observe que raramente, salvo por questões de ênfase, são usados, no *Present Continuous*, verbos que: descrevem processos mentais (como *believe, think, know, understand*), exprimem reações emocionais (como *adore, hate, like, detest*), descrevem qualidades permanentes (como *contain, take, hold*), e representam os sentidos (como *smell, taste*).



Para complementar seus estudos sobre o Present Continuous e fazer exercícios, acesse os links:

<http://www.eclecticenglish.com/grammar/PresentContinuous1F.html>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pcont1.htm>

[http://www.english-hilfen.de/en/exercises/tenses/simple\\_present\\_progressive2.htm](http://www.english-hilfen.de/en/exercises/tenses/simple_present_progressive2.htm)



## Tarefa 14: What's your opinion on that?

In this module, we are focusing on linguistic-communicative aspects used in order to express suggestions and opinions. As it happens in Portuguese, opinions and suggestions can be expressed in varied ways, thus there is not a unique linguistic structure to do so. In fact, one may not necessarily say 'I think' or 'In my opinion' to express his/her ideas as language has an argumentative nature, once we consider that to enunciate we have to take a discursive position, which is never neutral.

As you may have observed, in Video 1: Presentation, professor William used many expressions in order to give his opinions and suggestions to his friend Janet such as:

- I think coming to Brazil would be a great opportunity for her to broaden her horizons and also improve her Portuguese.
- The best way to get to know a new city is on foot, arguably, so she should definitely walk a lot.
- However, I honestly feel that she can learn a lot more from everyday interactions with the locals.
- I'm fairly certain that she can earn good money teaching English, and make ends meet while she's in Brazil.

In this task, you have the chance to read a text entitled «You are the beauty standard» and think about the topic around the dictatorship of beauty. Before reading the text, answer the following questions in your guide:

- 1) Does beauty affect one's success in life? How?
- 2) Is beauty related to power? How?
- 3) Do people spend too much time and money on beauty?
- 4) Do you think people should have cosmetic surgery to enhance their looks?
- 5) Who is more affected by the dictatorship of beauty: men or women? Why?

Now read the text and take notes of the points that call your attention. You may use them to support your arguments in Task 15.

### Opinion: You are the beauty standard

Amy Powell



Trigger Warnings: Discussion includes references to mental health, self-harm, eating disorders, and suicide.

Never has there been a more important time to address the transience of society's perception of beauty than in the age of mass media. The internet has become a safe space for the normalisation of perceived insecurity, appreciation of diversity, self-love, and body positivity; it has also become cesspit for vitriolic comments that demean a person based on their exterior, falsified representations of real people, the glorification of a narrow set of physical characteristics, and chronic exposure to 'perfect' people launched into stardom. I do not mean to undermine the highly positive development that is this increasingly diverse representation of physical appearance, but rather draw attention to the persistent dark side of such an appearance-focused era.

Although what is viewed as physically desirable may be expanding, we continue to have our physical self-awareness heightened and so often cannot help but hold ourselves to standards completely differing from our own appearances. A recent US study investigated women between ages 18 and 25, discovering a link between Instagram and higher levels of self-objectification and body image related worries being developed — particularly amongst those frequenting fitness pages. This is part of a wider exposure to diet culture, weight loss motivation, before-and-after images, and toxic put-downs. It is also vital to acknowledge that while much value has been placed on the female appearance throughout history, with 11% of UK men surveyed in 2019 having experienced suicidal thoughts related to body image, this is a genderless phenomenon.

With the growing relevance of social media to our daily lives, children and adults alike are forced to reckon with their physical appearance, not only daily but every time they stumble on to social media — and assuming you're anything like me then the frequency and duration of those stumbles is an embarrassing statistic best kept between yourself and those horrendous weekly screen time notifications. Easily accessible photoshop apps, filtered selfies, TikTok algorithms that prey on the insecure rifling through the pages of the 'beautiful', and undisclosed cosmetic surgery procedures are distorting beauty expectations and planting the seeds for judgment of both ourselves and others in accordance with unrepresentative standards.

Remember when Snapchat's 'dog' filter debuted, and you would be hard-pressed to find a Snapchat story that wasn't jam-packed with unironic selfies of everyone and their grandma dog-ified? What was interesting was that along with blatant dog features — such as the floppy ears, doggy nose, and long tongue — came other classic markers of man's best friend: resurfaced skin, widened eyes and a slimmer jawline.

Snapchat and Instagram filters that alter our faces to fit one specific definition of beauty may seem fun, but they can also promote insecurity. They decide what features are necessary to 'improve' our looks. If you are a filter-lover who doesn't mind their effect, that's fine — we all love a good filter, and they can certainly be confidence boosters! However, it is important to acknowledge the specific beauty standards endorsed by so-called beautifying filters to understand why they can make people doubt their existing features. Maybe I didn't want to have easy access to what a supposedly 'perfect' version of myself would look like, yet here we are. You can't humorously place your features onto a broccoli, or pretend to be on a FaceTime call with Snoop Dogg without first scrolling past yourself with Disney princess eyes, full lips, a baby-like complexion, a smaller nose, fluttering eyelashes, and a chiselled chin — talk about unlocking new insecurities!

Understanding how the constant barrage of social media images impacts humans of all ages and genders feels especially vital when looking to the results from a UK Mental Health Foundation poll in 2019: one in three British adults have felt anxious or depressed as a result of their body image; one in ten women had “deliberately hurt themselves” as a result of their body image, as had one in twenty-five men; one in four men had felt depressed as a result of their body image; one in eight adults have had suicidal thoughts as a result of their body image.

It has been indicated women are significantly more dissatisfied and less confident after having viewed appearance-related TV adverts compared to those who were shown adverts unrelated to appearance. This seems to be exactly what beauty-related advertising sets out to do: encourage insecurity by facing us off with images of ‘perfection’. In the case of cosmetic adverts, this is done through before-and-afters, which use social constructs of ‘ugliness’ and ‘perfection’ to make us believe we can overcome our perceived physical shortcomings by buying the product. Mass media has led to a greater probability of adolescents (regardless of gender) developing body dissatisfaction which, in turn, is a predictor for eating disorders.

So, why do we care so much about what we look like? As social beings, we rely on one another for survival. These social bonds make our interactions with one another crucial for physical and mental wellbeing. We are socially conditioned to feel as though by looking a certain way, our value to others will increase. The media communicates an ‘ideal’ vision of beauty for the time and place we are living in through forms such as social media, advertising, television, magazines, and pornography. Our self-perception is adversely impacted when we find ourselves to fall short of different criteria for being ‘beautiful’.

Many of these trends in physical features, however, are simply that: trends in time and place. In a world where genetics influence our physical characteristics, it is impossible to meet a universal standard. Societal attitudes are reflecting what is, in reality, entirely fluid. The ideal body type for a woman has fluctuated dramatically from full-figured appearances to ‘heroin chic’ and ‘boyish’ figures. It is also deeply problematic to see how Eurocentric beauty standards have engulfed and whitewashed concepts of ‘beauty’. This reflects an international attitude to appearance arguably rooted in colonialism. Movements such as the Black is Beautiful movement from the 1960s and 1970s, and the Mexican indigenous movement rejected such colonial influences which have become foundational to much social conditioning. Such movements, along with increased representation, can empower individuals and provide the representation that boosts self-esteem and self-love.

Although we have explored societal standards of beauty, it is important to reaffirm the obvious and clichéd statement that from individual perspectives, beauty is in the eye of the beholder. Individual physical attractions are diverse and broad. Society’s attractions are what need changing in order to encompass similar inclusivity. Changing beauty standards show us that society can be conditioned to include all appearances, if we can only combat the dark side of mass media to bolster diverse representation that reflects each and every one of us, giving us the sense of value within society that we seek.

So, what can we do to boost the social conditioning that elevates diversity and inclusivity, while also navigating such a media-centric age? We need to hijack mass media to continue elevating what is normal and hold those who try to tarnish that accountable.

Place pressure on companies promoting unrepresentative body types by bombarding their social media (damage their reputation in a way that impacts on profits) and encourage boycotts of said companies. Attacks on Victoria Secret’s ideal of ‘perfection’ and sickening connection to Jeffrey Epstein has ultimately led Victoria’s Secret to ditch their largely unrepresentative Angels in favour of a feminist rebrand.

Support initiatives that lobby governments to ensure social media companies vet sites which provide harmful exposures to pro-eating disorder content, pro-cosmetic surgery content, and weight loss adverts.

Complain to Ofcom and the ASA about shows and adverts that see people discriminated against for looking a certain way, and that do not represent diverse body and appearance types. For shows such as Love Island, not only should representation be diverse, but people with varying attraction ‘types’ should also be included to demonstrate the wider pool of individualised physical attraction that is often ignored.

Give your support to appearance/body-positivity influencers by following them and sharing their



content. This will then boost their platform to allow so many more people to feel represented by them. Here's one starting list, and here's another!

Educate yourself on campaigns to see how you can get involved and promote inclusive content related to appearance. Here is an amazing article on why the movement for promotion of men's body confidence must pick up pace.

Report bullies for body- and appearance-shaming online, and leave positive and kind comments on people's appearances. This will not only impact on that individual, but also on other people who share common characteristics. Investigate ways of supporting initiatives that combat online bullying.

The featured image for this piece is 'Broken Reflection' by Ryan McGilchrist from Flickr, which is licensed under CC BY-SA 4.0 (link to license deed).

Fonte: [https://thewitnessexeter.com/?p=2851&utm\\_source=rss&utm\\_medium=rss&utm\\_campaign=you-are-the-beauty-standard](https://thewitnessexeter.com/?p=2851&utm_source=rss&utm_medium=rss&utm_campaign=you-are-the-beauty-standard)



## Tarefa 15: Fórum de discussão – ~~It's~~ my point of view!

Based on what you read in Task 14, write down a 120-150 word text in English «The dictatorship of beauty» and post it at the Forum. Here are some questions you may cover in your text:

- How important is beauty for our society? Give examples;
- Why do people accept the dictatorship of beauty?
- Is there a way to fight against the dictatorship of beauty? Explain.
- How do you feel about beauty standard(s)?

Remember to use what we have been studying and to comment on your colleagues' texts and give your opinions on the ideas expressed by them.



Como estudamos no Módulo 1, pode-se observar que, na produção oral, as palavras geralmente se ligam de forma que alguns sons são omitidos ou transformados. Leia e repita as frases abaixo e anote, em seu Guia de Estudos, os *linkings* das orações abaixo. Confira suas respostas, assistindo ao Video 2: Focus on Pronunciation e observando as ligações marcadas nas frases, no Anexo do Módulo 2:

1. How's it going?
2. The kids are alright too.
3. Which other cities in the north or south of Brazil?
4. She could travel around Brazil for a while.
5. Tell her I miss our talks over coffee.



Você já deve ter percebido que alguns sons consonantais não são pronunciados em inglês. Observe as palavras abaixo, que sons são silenciados na produção oral? Leia e repita as palavras, em seguida, confira suas respostas, assistindo ao Video 2: Focus on Pronunciation e observando as consoantes que não são pronunciadas. Você também pode conferir as respostas no Anexo do Módulo 2:

answer debt tongue bought caught lamb juice suit psychology psychiatrist cupboard  
listen island castle muscles bomb dumb thumb



## Tarefa 16: Focusing on pronunciation

Depois de realizar as tarefas referentes ao Video 1: Presentation, assista ao Video 2: Focus on Pronunciation, em que o professor William apresenta atividades para a prática das ligações entre as palavras e chama a atenção para as *contracted and weak forms* e para as *silent letters*.

Para um bom aproveitamento dessa atividade, siga os seguintes passos:

1º Passo: Assista ao Video 2: Focus on Pronunciation e, utilizando a ferramenta de pausa do seu videoplayer, vá pausando, após cada sentença produzida, para repetir as estruturas e expressões apresentadas pelo professor William. Procure fazer isso sem ler o *script*. Isso auxiliará sua produção e sua compreensão oral na língua inglesa;

2º. Passo: Repita o 1º Passo, agora, pausando e repetindo as sentenças, com o auxílio do *script* (ver Anexo do Módulo 2).



## Tarefa 17: Useful phrases

No Video 3: Useful Phrases, o professor William apresenta algumas expressões que podem ser úteis para que você produza seus textos orais e escritos e se engaje discursivamente na língua inglesa. Para isso, siga os passos abaixo:

1º Passo: Assista ao Video 3: Useful Phrases e, utilizando a ferramenta de pausa do seu videoplayer, vá pausando, após cada sentença produzida, para repetir as estruturas e expressões apresentadas pelo professor William. Procure fazer isso sem ler o *script*. Isso auxiliará sua produção e sua compreensão oral na língua inglesa;

2º. Passo: Repita o 1º Passo, agora, pausando e repetindo as sentenças, com o auxílio do *script* (ver Anexo do Módulo 2).



## Tarefa 18: Why don't you...?

Você produzirá agora um texto oral em inglês expressando suas sugestões e opiniões acerca da seguinte situação: um(a) amigo(a) começou a estudar inglês, mas está prestes a abandonar o curso por achar que é muito difícil. O que você diria a fim de encorajá-lo a continuar estudando? Use as estruturas gramaticais e as expressões aprendidas até o momento para construir o seu texto.

Para realizar essa tarefa, você deverá, antes de mais nada, agendar com seu/sua tutor/a um dia e horário para planejar e praticar sua fala. A participação no chat com seu/sua tutor/a é obrigatória. No chat com seu/sua tutor/a, você deverá seguir os passos listados a seguir a fim de que se prepare para criar um arquivo de áudio de um a dois minutos, contemplando os aspectos mencionados e enviá-lo ao fórum AVA Moodle. Siga os seguintes passos para planejar e realizar sua tarefa:

1. Chat: Agende com seu/sua tutor/a um dia e um horário para o planejamento e prática, antes da gravação;
2. Brainstorm: anote, em inglês, algumas palavras-chave que representem os aspectos mais importantes sobre o que você deseja incluir na sua gravação;
3. Plan: planeje o que você deseja dizer e como você deseja gravar sua fala. Você poderá escrever pequenas frases para ajudá-lo/a na hora da gravação;
4. Speak: você poderá praticar sua fala antes de gravá-la ou ainda repetir a gravação caso ache necessário. Afinal, practice makes perfect!

Lembre-se de que você não deverá escrever o texto todo da sua fala, pois não se trata de uma tarefa de leitura em voz alta, mas sim de produção oral.

Critérios de avaliação:

1. Participação do chat com tutor/a: 2 pontos;
2. Gravação inclui informações relevantes para a tarefa: 3 pontos;
3. Gravação possui uma fala inteligível: 2 pontos;
4. Gravação está adequada do ponto de vista léxico-gramatical: 3 pontos.



## Tarefa 19: Atividade Complementar 1 – Vídeo: Which English?

Have you ever heard of David Crystal?

David Crystal is a famous British linguist who wrote, among many others, books such as The Cambridge Encyclopedia of Language, The Cambridge Encyclopedia of the English Language, What is linguistics?, Internet linguistics: a student guide and How language works. For more information, access David Crystal's homepage, available at <http://www.davidcrystal.com/>

In this task, we are going to watch a video in which David Crystal talks about which English should be taught, considering its expansion as an International Language. Click on the link below watch the video Which English and take notes of the most important ideas. This topic will be discussed in one of our videoconferences.

Link: <https://youtu.be/OXT04EO5RSU>

## ANEXO DO MÓDULO 2

### 1. RESPOSTAS TAREFA 13 / ATIVIDADE 1

1. D 2. F 3. A 4. G 5. C 6. B 7. H 8. E

### 2. SCRIPT VIDEO 1: PRESENTATION

Hello, welcome to Module 2. In this module, we're going to practise how to express personal opinions and make suggestions. First, let me ask you to read the following email I got from an American friend.

Hi William,

Long time no see! How's it going? Hope you're fine over there in Uberlandia. I'm fine, and the kids are alright too. James is really enjoying his new high school, especially his new friends. Jane is about to graduate from college and is already making plans for a gap year abroad. As you probably know, she's graduating in International Studies at the end of the year, and wants to travel for a while, learn one or two languages and do temporary jobs before settling down somewhere in the US. Did you know she's taking Portuguese classes in college? She's really fond of the language, and one of the countries she's thinking of travelling to is Brazil - she thinks that'd be a wonderful opportunity to make new friends and improve her Portuguese. Also, she loves going to the beach, as you know. If she does travel to Brazil next year, one of her options is São Paulo. Do you think that's a good idea? Whereabouts in São Paulo do you think she should stay? Any particularly good Portuguese language schools in São Paulo? Also, do you know what kind of temporary jobs she could do to make some money that she could use in order to travel around Brazil for a while? Which other cities in the north or south of Brazil do you suggest she visit? She wants to know where the most beautiful beaches are on the northeastern coast. What do you reckon?

Sorry to bother you with all these questions (and I'd never dream of putting you out in one way or another!) but you're the only Brazilian friend I've got! So sorry... Looking forward to hearing from you!

All the best

Janet

After reading my friend Janet's email, I thought I should call her, or send her the following email:

Hi Janet,

I was glad to hear that you're all fine! And I was especially happy for Jane. I think coming to Brazil would be a great opportunity for her to broaden her horizons and also improve her Portuguese. If I were Jane, I would start looking for somewhere to stay in São Paulo. The awful thing is, SP is the most expensive city in Brazil, so I would live in the south of the city, because you can still find affordable places to sublet in that part of the city. In addition, I would live somewhere close to the metro. You know how bad the traffic in São Paulo can be, so the best way of getting around is by metro or on foot. In general, it's quite easy to get round SP by metro. Every so often the trains break down, but it's generally ok. The best way to get to know a new city is on foot, arguably, so she should definitely walk a lot. This can help her mingle with the locals and practise her Portuguese by talking to them, which is, in my mind, an especially meaningful way of learning a language. As a rule, Brazilian people are easy-going, helpful and kind most of the time. So they can also help her learn Portuguese... There are probably good Portuguese teachers in São Paulo.

However, I honestly feel that she can learn a lot more from everyday interactions with the locals. What about using social networks to search friends in common? She could get to know interesting Brazilian people on Facebook, for example. Perhaps I should mention that Facebook is immensely popular in Brazil... I'm pretty sure that social networking can come in really handy in her case. And another thing, she could start downloading videos in Portuguese from YouTube - it's important to practise as much listening as possible before arriving in Brazil. Are you with me? Good. As for getting a temporary job in Brazil, I'm positive that there are many opportunities for English teachers in São Paulo, teaching both private and language school students. The trouble is, she probably needs a special visa to work in a school. So maybe she should consider starting with private students only. I can put you in touch with some teachers who may know people interested in private lessons. I'm fairly certain that she can earn good money teaching English, and make ends meet while she's in Brazil. Besides that, she can save some money to travel to the northeast of Brazil during her holiday break. The problem is, there are so many nice beaches in the northeast, so it's hard to choose only a few... And to level with you, I've only been to three or four beaches in the northeast, and that was a long time ago... Personally speaking, I love João Pessoa - it has nice beaches, good services and it's not too crowded or touristy. Robert has been there too. Why don't you write to him and ask him to suggest a few places to go in Brazil? He lived in Recife and Natal for so long, I'm sure he'll be able to give Jane good tips.

Oh before I forget, do you still see Miranda often? If you see her, tell her I miss our talks over coffee, and that I'm looking forward to her next visit to São Paulo.

Well, that's all. I hope that's been useful. Give my regards to Jane and James. Take care.

William

### 3. RESPOSTAS TAREFA 13 / ATIVIDADE 3

#### SECOND CONDITIONALS

WERE

WOULD PLAY

COMPLAINED

SAID

WOULD IGNORE

WERE

WOULD TALK

COULD

WENT

WOULD UNDERSTAND

CALLED

WOULD GET

#### FIRST CONDITIONALS

- 1)
  - a. will sell
  - b. doesn't stop
  - c. will buy
  - d. go on
  - e. will get
  - f. play
  - g. finish
  - h. will have
  - i. find
  - j. will have
- 2)
  - a. I'll visit you.
  - b. you break my window with that ball!
  - c. I'll call them to go to the beach.
  - d. your boss asks you to work this weekend?
  - e. I'll buy a new computer.

#### 4. RESPOSTAS TAREFA 13 / ATIVIDADE 4

- |           |              |                      |                  |          |         |
|-----------|--------------|----------------------|------------------|----------|---------|
| 1. must   | 2. should    | 3. could/might       | 4. shall         | 5. can't | 6. will |
| 7. can    | 8. must      | 9. mustn't/shouldn't | 10. may/ought to |          |         |
| 11. could | 12. may/must |                      |                  |          |         |

#### 5. RESPOSTAS TAREFA 13 / ATIVIDADE 5

- 1) The two boys are running.
- 2) The boy is sailing.
- 3) The man is flying a strange machine.
- 4) The boy is walking around a snowy mountain.
- 5) The boy is riding a bike.
- 6) The man is canoeing.
- 7) This person is skiing.
- 8) The girls are drawing.
- 9) The boy is playing with his toys.
- 10) The girl is writing a text.

#### 6. RESPOSTAS ATIVIDADE 'PARE E PENSE'

1. How's it going?
2. The kids are alright too.
3. Which other cities in the north or south of Brazil?
4. She could travel around Brazil for a while.
5. Tell her I miss our talks over coffee

#### 7. RESPOSTAS ATIVIDADE 'PARE E PENSE'

answer debt tongue bought caught lamb juice suit psychology psychiatrist cupboard listen island  
castle muscles bomb dumb thumbb

## 8. TAREFA 16 - SCRIPT VIDEO 2: FOCUS ON PRONUNCIATION

### Pronunciation: Linking

Remember link-up from Module 1? Mark the linking in the following sentences, and listen to them. Then practise repeating them:

1. How's it going?
2. The kids are alright too.
3. Which other cities in the north or south of Brazil?
4. She could travel around Brazil for a while.
5. Tell her I miss our talks over coffee

### Contracted Forms

In English, it's quite common to use contracted forms, especially in speaking. Listen to the following examples from the emails above and practise repeating them:

1. How's it going?
2. You're the only Brazilian friend I've got.
3. I'd never dream of putting you out
4. That'd be a wonderful opportunity.
5. I'm sure he'll be able to give Jane good tips.

### Weak Forms (ex: Modals)

Notice the pronunciation of MODAL VERBS in the following examples, especially how WEAK they sound:

1. Do you know what kind of temporary jobs she could do?
2. I can put you in touch with some teachers.

The same thing happens with other modal verbs and auxiliary verbs like DO, DOES, HAVE and HAS. Here are a few other examples:

1. Maria has been absent a lot recently. Do you think she may be ill?
2. She could've given me a ring to let me know.
3. Have you got a new mobile number?
4. How many languages can you speak?
5. I can speak two - English and French.
6. If I'd known, I would've gone earlier.
7. If I'd known, I'd've gone earlier.
8. She should take up a temporary job.
9. She should've graduated before getting pregnant.
10. Now listen once more and practise repeating the weak forms above.

### Pronunciation: Silent letters

Did you notice that sometimes consonants are NOT pronounced in English? That's the case, for example, of the letter /g/ in hearing, swimming, doing, learning, making, singing. Now listen to the following words. They all contain silent letters. Cross out the silent letters, and then repeat them. Make sure you DON'T pronounce the silent letters:

answer debt tongue bought caught lamb juice suit psychology psychiatrist cupboard listen  
island castle muscles bomb dumb thumb

## 9. TAREFA 17 - SCRIPT VIDEO 3: USEFUL PHRASES

Now let me ask you to practise repeating some useful phrases from Module 2:

1. Personally speaking, I love João Pessoa.
2. I'm fairly certain that she can earn some good money.
3. However, I honestly feel that she can learn a lot.
4. What about using social networks to search friends in common?
5. If I were Jane, I would start looking for somewhere to stay in São Paulo
6. Maybe she should consider starting with private students only.
7. Why don't you write to him?
8. The trouble is she probably needs a special visa to work in a school.
9. Besides that, she can save some money to travel.
10. To level with you, I've only been to three or four beaches.
11. I'd never dream of putting you out in one way or another.

## 10. TAREFA 19 - SCRIPT ATIVIDADE COMPLEMENTAR 1 – Which English? (David Crystal)

It's essential that English learners know about what's going on in English language around the world for the simple reason that English is not a single variety. It's a conglomeration of different varieties, dialects if you like. There is British English, there is American English, there is Australian English and so on. Now these different varieties of English are different in the sense that there is different vocabulary, different grammar, different pronunciation, different strategies of discourse. And one of the biggest problem affecting any language learner and indeed any language teacher is which variety do you teach? And what happens when you teach one variety and the student comes up to you and says: "But, please, teacher, I've heard this yesterday from a native speaker of English. You told me that we don't say this". And it turns out to be an American usage or an Australian usage or something like that. The more the student can become aware that these variations exist, the better. They will learn one variety of English as their primary mode of communication, of course, but to know that there are these alternative ways of expression is absolutely essential. Otherwise credibility disappears from the classroom situation. Now the thing that's happened over the last ten or twenty years is that once clear scenario of British English versus American English has been complicated by the arrival of other forms of original English from around the world: Australian English, for example, New Zealand English, South African English and so on and so forth. As a result, the teaching situations have become more complex, there are more variants out there now, which the student really ought to be advised about, but you can't teach everything. But the very least you can do is warn the students that these variations exist, explain why there are there. And in other words, give the students a general sense of what's happening to English as a global language.





### Tarefa 20: Leitura do Capítulo no Guia de Estudos

Leia atentamente o capítulo de Introdução do Guia de Estudos do Módulo 3 e tire suas dúvidas com os tutores, caso as tenha. Se você já realizou essa tarefa, prossiga com seus estudos.



Before reading the text in Task 21, look at the sentences below. Is there anything wrong with them?

1. He do lots of things at the same time.
2. I goed to the mall yesterday.
3. There's many students in my classroom.
4. I don't have nothing to say.
5. Marcos always watch TV in the morning.

Agora, leia atentamente, em seu Guia de Estudos, o texto '*Right or Wrong? Um outro olhar sobre a questão do erro no ensino-aprendizagem de língua estrangeira*' e confira suas respostas para a atividade 'Pare e Pense'.



### Tarefa 21: Leitura teórica

#### **RIGHT OR WRONG? UM OUTRO OLHAR SOBRE A QUESTÃO DO ERRO NO ENSINO-APRENDIZAGEM DE LÍNGUA ESTRANGEIRA**

No módulo 2, discutimos a postura problemática de se considerar a relação falante nativo/falante não nativo, a partir de uma visão dicotômica, pautada em uma visão de língua fechada e homogênea. Antes, advogamos em favor de uma noção de língua dinâmica, heterogênea, que se manifesta em práticas sociais diversas.

Neste módulo, convidamos você a pensar sobre a concepção de 'erro' no ensino-aprendizagem de línguas estrangeiras, uma vez que tal concepção é frequentemente usada para legitimar o falante nativo em detrimento do não nativo. Em outras palavras, há discursos que consolidam o nativo como único conhecedor de sua língua, como se ele possuísse o "domínio", o conhecimento total desta.

Sabe-se que muitos aprendizes se sentem inseguros para enunciarem na língua estrangeira por terem receio de cometerem erros. Mas, afinal, o que é um erro, em termos de língua?

Bagno (2015), sociolinguista brasileiro que tem se dedicado a problematizar a questão do preconceito linguístico, ao discutir a noção de erro, dentro do contexto de língua materna, faz uma consideração que cremos ser pertinente também ao contexto do ensino-aprendizagem de línguas estrangeiras. A saber,

Quanto à língua falada, fica óbvio que o rótulo de *erro*<sup>1</sup> é aplicado a toda e qualquer manifestação lingüística (fonética, morfológica e sintática, principalmente) que se diferencie das regras prescritas pela gramática normativa, que se apresenta como codificação da "língua culta", embora na verdade seja a codificação de um padrão idealizado, que não coincide com a verdadeira variedade culta objetiva. (BAGNO, 2015, p. 127)

<sup>1</sup> Grifo do autor.

No esteio da argumentação de Bagno, as orações: (i) *He do lots of things at the same time*; (ii) *I goed to the mall yesterday*; (iii) *There's many students in my classroom*; (iv) *I don't have nothing to say*; e (v) *Marcos always watch TV in the morning*, só podem ser consideradas erradas do ponto de vista da gramática normativa, a qual prescreve regras para a fala e a escrita, desconsiderando a dinâmica das línguas e, sobretudo, apagando o fato de que as variedades linguísticas são permeadas por juízos de valores socialmente construídos. Uma oração como *I goed to the mall yesterday*, apesar de não corresponder ao padrão culto da língua inglesa, atende perfeitamente ao funcionamento gramatical desta, diferentemente de uma oração como *the yesterday I mall to goed\*,que*, além de ser incompreensível, dificilmente seria produzida por um falante. Aliás, Bagno defende a ideia de que

Ninguém comete erros ao falar sua própria língua materna, assim como ninguém comete erros ao andar ou ao respirar. Só se erra naquilo que é aprendido, naquilo que constitui um saber secundário, obtido por meio de treinamento, prática e memorização: erra-se ao tocar piano, erra-se ao dar um comando ao computador, erra-se ao falar/escrever uma língua estrangeira. A língua *materna* não é um saber desse tipo: ela é *adquirida* pela criança desde o útero, é absorvida junto com o leite *materno*<sup>2</sup>. Por isso qualquer criança entre os 3 e 4 anos de idade (se não menos) já domina plenamente a gramática de sua língua. (BAGNO, 2015, p. 124)

Quando pensamos mais especificamente no contexto de ensino-aprendizagem de línguas estrangeiras, pode-se afirmar que muito do que, comumente, se considera erro (como as orações citadas acima), nada mais são do que manifestações linguísticas que evidenciam o trabalho do sujeito em relação à língua. Por exemplo, ao dizer *I goed*, o sujeito explicita que já se apropriou da regra para a formação do passado simples em inglês, e o que, provavelmente, ainda não sabe é o uso do passado com verbos irregulares.

Não nos interessa aqui fazer um aprofundamento na noção de erro, tampouco tentar explicar as possíveis razões pelas quais eles ocorrem<sup>3</sup>. Nosso objetivo maior é chamar a atenção para o fato de que não se pode pensar em uma noção de erro sem se considerar uma concepção de língua. Aliás, no caso mais específico da língua inglesa, há de se considerar que qualquer discussão hoje sobre a noção de erro precisa levar em conta o status do inglês como língua internacional. Língua que, não sendo mais propriedade do “falante nativo”, vai sendo marcada pelas singularidades histórico-culturais e linguísticas dos que nela enunciam.

Dessa forma, a noção de erro apenas se sustenta quando se postula uma concepção de língua fechada, homogênea, transparente e instrumental. Língua que paira sobre os sujeitos, sem considerar sua historicidade e heterogeneidade constitutivas. Língua que desconsidera o(s) outro(s), os conflitos, os equívocos, enfim, o próprio sujeito.



## Tarefa 22: Review

Before watching Video 1: Presentation, do some review exercises based on the vocabulary and on the grammatical aspects we have been studying in this discipline. Check your answers in the Appendix (see Anexo do Módulo 3).

**1. Complete the sentences below with the appropriate form of the words or expressions from the box:**

reckon   fond of   mingle   take up   be about to   keep fit   broaden  
look forward to   easy-going   cut down

- a. I've been exhausted. I'm \_\_\_\_\_ having some vacation!
- b. Next month I'm \_\_\_\_\_ some yoga classes.
- c. I'm really \_\_\_\_\_ chocolate. If I could, I'd eat it everyday.
- d. I \_\_\_\_\_ talk seriously to him, if he doesn't stop doing these silly things.
- e. You're in such good shape! What do you do to \_\_\_\_\_?
- f. Why don't you \_\_\_\_\_ with other people? You just talk to your boyfriend!
- g. I have no idea about it. What do you \_\_\_\_\_?
- h. My mom is so \_\_\_\_\_, she's hardly ever upset about something.
- i. I'll definitely have to \_\_\_\_\_ on some sugar. I'm trying to lose some weight.
- j. They say knowledge \_\_\_\_\_ our horizons. Do you agree?

**2. Complete the sentences below with the appropriate form of the verbs in the First or Second Conditional:**

- a. If I win the lottery, I \_\_\_\_\_ (buy) a house.
- b. If I won the lottery, I \_\_\_\_\_ (buy) a house.
- c. If it \_\_\_\_\_ (rain/not), we may go to the park.
- d. What would you do, if you \_\_\_\_\_ (see) her talking to Susy?
- e. If I \_\_\_\_\_ (can), I \_\_\_\_\_ (take) you downtown.
- f. If he \_\_\_\_\_ (be) more careful about his things, everything would be different.
- g. If we \_\_\_\_\_ (be) lucky, we will not miss the bus.
- h. If Maria \_\_\_\_\_ (tell) you the truth, you'll be astonished.
- i. If Maria \_\_\_\_\_ (tell) you the truth, you would be astonished.

**3. Comment on the following situations using the words in parentheses:**

- a. He's been working all day. (tired/must)

\_\_\_\_\_

b. I've had this stomachache for a month. (doctor/should)

---

c. The phone's ringing. (Joana/will)

---

d. What are that zoo's rules? (feed/mustn't)

---

**4. What would you say to a friend if he were in the following situations? (make sentences using modal verbs):**

a. I'm broke this month!

---

b. I'll travel to São Paulo by plane.

---

c. I need to lose some weight.

---

d. I can't stand that teacher, he's so bossy.

---



## Tarefa 23.1: Lead-in

Before watching Video 1: Presentation, study, in your guide, the meaning of these words and expressions used by professor William.

1) Phrasal verbs:

a. work out

If something works out, it means it happened or developed in a particular way.

E.g.: That job worked out just perfectly to him!

b. throw (something) up

To throw up means to vomit.

E.g.: He always throws up after having too much beer.

c. turn out

If something turns out, it happens in a particular way or have a particular result:

E.g.: Although we had many problems, the trip turned out well.

2. Describing people or things:

a. lively

If you are a lively person, you show a lot of energy, enthusiasm and interest.



Fonte: <http://www.chalkevalley.org.uk/join-in/>

b. knowledgeable

If you are knowledgeable, it means you know a lot about something.

E.g.: He's really knowledgeable about history and culture. He has studied it for decades.

c. awry

Awry means wrong or not expected:

E.g.: Our talk went completely awry, because he just can't accept other people's ideas.

3) Idioms and expressions:

a. go for it

'Go for it' is an informal expression which means you do anything you have to in order to get something.

E.g.: I need to pass my Spanish exam this year. I'll go for it!

b. hit it off

To hit it off means to be compatible, to get along, to like someone immediately:

E.g.: Since the first time I saw you, we hit it off!

c. give it a go

To give a go is to attempt something:

E.g.: Come on! Let Brian cook for us. Give it a go.

d. sleep like a log

To sleep like a log is to sleep well:

E.g.: He looks like a baby, he sleeps like a log!

4) Verbs, nouns and adverbs:

a. flee

To flee (past form: fled) means escape from something or someone, by running away.

E.g.: People flee from their countries for different reasons, war is one of them.

b. pour

To pour means to put a liquid substance from one container to another one.

E.g.: Would you mind pouring me some wine?



Fonte: <http://wine-blog.bacchusandbeery.com/wine-blog/wine-review/reviews-best-buy-wines/attachment/red-wine-glass-pour/>

c. bond

A bond is a close connection between people.

E.g.: From the moment we met, we have established a strong bond.

d. sight

A sight is something that is in someone's view; interesting places that people go to see.

E.g.: In your opinion, what are the most beautiful sights we have in Brazil?

e. smoothly

Smoothly means easily, with no interruptions.

E.g.: My presentation didn't take long and went smoothly.

f. fortunately

Fortunately is an adverb that expresses a positive feeling by the speaker concerning the situation he/she is talking about. Its opposite is 'unfortunately'.

E.g.: Fortunately, he didn't lose his documents.

Unfortunately, he didn't pass his exams.



## Tarefa 23.2: Listening Comprehension

No Video 1: Presentation, o professor William narra uma viagem que fez à Índia, comentando acerca dos lugares e pessoas que teve oportunidade de conhecer e de algumas situações que vivenciou lá. Para realizar essa atividade e obter um bom aproveitamento, siga os seguintes passos:

1° Passo: Assista ao Video 1: Presentation, disponível no AVA Moodle e, primeiramente, procure identificar, a partir de seu conhecimento da língua inglesa, as respostas para as seguintes perguntas: (1) *What is Pranayama?* e (2) *Did William like his tour guide? Which words does he use to describe him?*;

2° Passo: Leia atentamente as perguntas de compreensão propostas;

3° Passo: Assista novamente ao Video 1: Presentation e **responda no AVA Moodle** as perguntas propostas, depois confira suas respostas no próprio ambiente. A correção desta atividade deverá ser feita de maneira autônoma, ao fim do exercício, depois de submeter suas respostas, clicando no botão send. Uma vez enviadas as suas respostas, uma tela com a correção aparecerá. Caso tenha dúvidas, fale com seu(sua) tutor(a) a distância.

4° Passo: Assista novamente ao Video 1: Presentation e acompanhe a leitura do *script* (ver anexo do Módulo 3).

### VIDEO 1: Presentation

Watch the video and complete the sentences with the words you hear:

1) William was invited to go to India by a \_\_\_\_\_ .

- 2) Pranayama is the yogic science of \_\_\_\_\_ .
- 3) William had been saving money for a trip to \_\_\_\_\_ .
- 4) William's first Pranayama class was on \_\_\_\_\_ morning.
- 5) William and his friends were \_\_\_\_\_ about their first Pranayama class.
- 6) According to William, locals were extremely \_\_\_\_\_ and \_\_\_\_\_ about them.
- 7) William and his friends missed the bus in their trip to Pune and they had to wait for \_\_\_\_\_ hours for the next one.
- 8) William hopes he can \_\_\_\_\_ back to India one day.



### Tarefa 23.3: Focusing on linguistic-communicative aspects 1

Nesta seção estudaremos a forma e o uso do *Past Perfect* e do *Past Continuous*. Leia atentamente o seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

#### PAST PERFECT

O *Past Perfect* é usado quando fazemos referência a ações no passado que ocorreram antes de outras, ou seja, trata-se de um tempo verbal que equivale ao Pretérito mais-que-perfeito do português. Veja estas orações usadas pelo professor William:

1. We were all anxious about it, because our Brazilian teacher had told us so many great things about our Pranayama teacher in India.
2. We weren't tired after the long journey because we had all slept like a log the night before.
3. Our tour guide was also very helpful and knowledgeable. He had been to all the countries in south Asia, literally.

Observe que há, nas três orações, ações ou fatos que ocorreram antes de outros. Na primeira, por exemplo, William diz que ele e seus amigos estavam ansiosos para iniciarem as aulas de Pranayama, pois sua professora brasileira havia dito coisas muito boas acerca da professora de Pranayama na Índia. Na segunda oração, a razão de William e seus amigos não estarem cansados após terem feito uma longa viagem deveu-se ao fato de eles terem dormido muito bem na noite anterior. Por fim, na terceira oração, vê-se que William considera o grande conhecimento de seu guia pelo fato de ele já ter estado em todos os países do Sul da Ásia.

O *Past Perfect* é formado pelo HAD + PAST PARTICIPLE. Veja mais alguns exemplos:

When I arrived at the party, Silvia had gone home.
Some students had got the exam's results before the day.
We hadn't (had not) heard what she said, that's why she got angry with us.
Had you been there before?



**Let's Practice!** Comment on the following situations using the Past Perfect and the words in parentheses. One example has been made for you. Then check your answers in the Appendix (see Anexo do Módulo 3).

1) I didn't really like going to the movie with them. (see / that movie last week)

*I had seen that movie last week.*

2) The kids didn't want to eat anything. (eat / hot dogs / their grandmother's house)

3) I knew she was familiar for me. (see her / Suelen's party)

4) She seemed so upset. (talk/not / her boyfriend)

5) She didn't have problems to find the house. (be / there before)

6) We couldn't phone Gabriela. (lose / her phone number)

### PAST CONTINUOUS

Usa-se o *Past Continuous* quando fazemos referência a ações que estavam em progresso em um momento do passado. Sua estrutura é formada pelo verbo TO BE no passado (WAS/WERE) e um verbo principal no gerúndio. Como nas orações abaixo, faladas pelo professor William no Vídeo 1:

- While the waitress was pouring him another drink, he threw up on her dress!

Alguns outros exemplos, para que você se familiarize melhor com esse tempo verbal, seguem abaixo:

- I was walking home when I met Júlia.
- My brother was studying when I got home.
- My friends were cooking some spaghetti when I called them.
- Weren't you listening to that song?
- You were running fast that day I saw you.

**Let's Practice!** Put the verbs into the correct form, past continuous or simple past. Then check your answers in the Appendix (see Anexo do Módulo 3).

1) I \_\_\_\_\_ (meet) Carlos and Henrique at the shopping mall last week. We \_\_\_\_\_ (talk) for a long time while we \_\_\_\_\_ (wait) for the girls.

2) What \_\_\_\_\_ (you/do) when the accident \_\_\_\_\_ (happen)?

3) When I \_\_\_\_\_ (be) younger, I \_\_\_\_\_ (want) to be an astronaut.

4) I \_\_\_\_\_ (take) a shower when the phone \_\_\_\_\_ (ring).

5) I \_\_\_\_\_ (go) home the other day and suddenly this weird man \_\_\_\_\_ (come) towards me and \_\_\_\_\_ (ask) what time it was.



Para complementar seus estudos sobre o *Past Perfect*, *Past Continuous* e *Simple Past* fazer exercícios, acesse os links:

[http://www.english-hilfen.de/en/exercises/tenses/simple\\_past\\_progressive.htm](http://www.english-hilfen.de/en/exercises/tenses/simple_past_progressive.htm)

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-5607.php>

<http://www.perfect-english-grammar.com/past-perfect-exercise-1.html>

Você gostaria de praticar mais um pouco esses tempos verbais do inglês, em um nível mais avançado? Acesse o livro de Martin Hewings (2013), na pasta Extra Materials' Corner, no Moodle, e tente realizar os exercícios das unidades 4 e 5. Ao final do livro, há uma chave de respostas por meio da qual você poderá conferir o gabarito. Ficou com dúvidas? Não deixe de contatar o/a seu/sua tutor/a!



## Tarefa 23.4: Focusing on linguistic-communicative aspects 2

Na disciplina 'Língua Inglesa: habilidades integradas com ênfase na compreensão oral', falamos sobre o *Present Perfect* e o *Present Perfect Continuous*. Nesta seção, faremos uma revisão desses tempos verbais e os praticaremos, por meio de exercícios. Leia atentamente o texto, em seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### REVIEW: PRESENT PERFECT

O *Present Perfect*, formado pelo verbo auxiliar HAVE/HAS + PAST PARTICIPLE, é usado quando nos referimos a ações no passado, mas que estabelecem alguma relação com o presente, isto é, quando ainda se pode, de alguma forma, verificar um resultado ou consequência dessa ação. Por exemplo, na oração: *You have done too much since that day*, o locutor enfatiza o fato de que desde a última vez em que viu a pessoa com quem fala até o momento presente, ela produziu muito.

Muitos falantes não conseguem compreender a diferença de orações como: *Have you seen that movie?* e *Did you see that movie?* Ambas poderiam ser traduzidas, para o Português, como: Você viu aquele filme? Todavia, a primeira, aponta para a possibilidade de que, caso a resposta seja 'no', ainda há tempo de que o interlocutor assista ao filme.

É comum o emprego de algumas expressões de tempo com o *Present Perfect*, tais como: *before, lately, recently, so far, up to, until now, ever, yet, already, just* etc. Deve-se entretanto, ressaltar que a presença de tais expressões NÃO garante a obrigatoriedade de que uma oração seja empregada no *Present Perfect*. Há, pois, que se analisar o sentido da oração, a ênfase dada (ou não) pelo locutor, enfim, o contexto de enunciação, que, aliás, é sempre único e normalmente mais complexo do que o previsto nas regras gramaticais. Observe alguns exemplos:

1. JUST = usado para ressaltar que a ação expressa pelo verbo principal acabou de acontecer:  
I've just seen him at the bank.  
He's just been here.

FOR: refere-se a um período de tempo.  
*I've known him for five years.*  
*My parents have been married for 20 years.*

SINCE: indica o início de um período de tempo.  
*I've known him since 2003.*  
*We haven't seen Maria since last night.*

EVER = advérbio comumente usado em orações interrogativas, com o sentido de 'já, alguma vez':  
*Have you ever been to Fernando de Noronha? (it means, any time in your life until now?)*  
*Have you ever surfed?*

YET = advérbio com o sentido de 'ainda', muito usado em frases negativas com o *Present Perfect*, justamente para se ressaltar a ideia de que, apesar de uma ação não ter sido concluída, ainda há expectativa de que ela ocorra:  
*I haven't finished my homework yet.*  
*They haven't done the dishes yet.*

### REVIEW: PRESENT PERFECT CONTINUOUS

O *Present Perfect Continuous* pode ser usado para:

1. Enfatizar a duração de uma ação e/ou seu caráter de continuidade:  
*I've been sending e-mails all day.*
2. Expressar uma ação encerrada recentemente, mas que possua uma relação com o presente:  
*I've been painting these walls.*
3. Expressar ações que se repetem por um período de tempo:  
*I've been studying English for 10 years.*

Muitas vezes a diferença entre o *Present Perfect* e o *Present Perfect Continuous* recai em uma questão de ênfase. Enquanto no *Present Perfect*, ressaltam-se os resultados, as consequências ou a relevância de uma ação, o *Present Perfect Continuous* aponta para o caráter de continuidade/progressão desta.

Em alguns casos, a diferença entre as duas formas é mínima, sendo que uma poderia sugerir a possibilidade de permanência de uma ação (*Present Perfect*) e outra um caráter mais temporário (*Present Perfect Continuous*), como em:

1. *I've lived here since I was born.* (o locutor não tem, provavelmente, a intenção de se mudar)
2. *I've been living here since I was born.* (o locutor aponta uma possibilidade de que mudará de residência)

**Let's Practice!** Do the exercises below in your guide, then check your answers in the Appendix (see Anexo do Módulo 3).

**1. Write a question for each situation presented using the Present Perfect or the Present Perfect Continuous. Use the words in parentheses. One example has been done for you:**

a. Your friend is taking some piano classes. (how long / take / piano)

You ask: *How long have you been taking piano classes?*

b. You meet someone who is a teacher. (how long / teach)

You ask: \_\_\_\_\_

c. You meet someone who is a writer. (how many books / write)

You ask: \_\_\_\_\_

d. Your friend is having a party next weekend. (how many people / invite)

You ask: \_\_\_\_\_

e. Your sister is saving money to travel. (how much money / save)

You ask: \_\_\_\_\_

**2. Complete the sentences below by putting the verbs into the Present Perfect or the Present Perfect Continuous:**

a. My friend is a singer. She \_\_\_\_\_ (appear) in many TV shows recently.

b. Where were you? I \_\_\_\_\_ (wait) for you for hours!

c. I \_\_\_\_\_ (run) a lot. This week I \_\_\_\_\_ (run) 40 kilometers already.

d. They \_\_\_\_\_ (involve) with illegal activities since 1997. They \_\_\_\_\_ (be) to jail many times.

e. \_\_\_\_\_ (you / ever / write) a book?



Para complementar seus estudos sobre o *Present Perfect* e o *Present Perfect Continuous* e fazer exercícios, acesse os links:

<http://www.englishpage.com/verbpage/presentperfect.html>

<http://english-zone.com/verbs/prspercont.html>

Você gostaria de praticar mais um pouco e se aventurar nesses tempos verbais? Acesse o livro de Martin Hewings (2013), na pasta Extra Materials' Corner, no Moodle, e tente realizar os exercícios da unidade 6. Ao final do livro, há uma chave de respostas por meio da qual você poderá conferir o gabarito. Ficou com dúvidas? Não deixe de contatar o/a seu/sua tutor/a!



## Tarefa 24: Focusing on pronunciation

Depois de realizar as tarefas referentes ao Video 1: Presentation, assista ao Video 2: Focus on Pronunciation, em que o professor William chama a atenção para a pronúncia do –ed final dos verbos no passado simples regular e para as ligações fonéticas que ocorrem entre consoantes e vogais.

Para um bom aproveitamento dessa atividade, siga os seguintes passos:

1º Passo: Assista ao Video 2: Focus on Pronunciation e, utilizando a ferramenta de pausa do seu videoplayer, vá pausando, após cada sentença produzida, para repetir as estruturas e expressões apresentadas pelo professor William. Procure fazer isso sem ler o *script*. Isso auxiliará sua produção e sua compreensão oral na língua inglesa;

2º. Passo: Repita o 1º Passo, agora, pausando e repetindo as sentenças, com o auxílio do *script* (ver Anexo do Módulo 3).

## Tarefa 25: Useful phrases

No Video 3: Useful Phrases, o professor William apresenta algumas expressões que podem ser úteis para que você produza seus textos orais e escritos e se engaje discursivamente na língua inglesa. Para isso, siga os passos abaixo:

1º Passo: Assista ao Video 3: Useful Phrases e, utilizando a ferramenta de pausa do seu videoplayer, vá pausando, após cada sentença produzida, para repetir as estruturas e expressões apresentadas pelo professor William. Procure fazer isso sem ler o *script*. Isso auxiliará sua produção e sua compreensão oral na língua inglesa;

2º Passo: Repita o 1º Passo, agora, pausando e repetindo as sentenças, com o auxílio do *script* (ver Anexo do Módulo 3).



## Tarefa 26: Tell me your experience

Você produzirá agora um texto oral em inglês no qual você fala sobre uma experiência inesquecível que teve. Você poderá escolher falar sobre uma viagem, um momento especial da sua vida ou ainda sobre uma situação engraçada, estranha ou que tenha te deixado com vergonha. Procure usar as estruturas gramaticais que foram trabalhadas até o aqui.

Para realizar essa tarefa, você deverá, antes de mais nada, agendar com seu/sua tutor/a um dia e horário para planejar e praticar sua fala. A participação no chat com seu/sua tutor/a é obrigatória. No chat com seu/sua tutor/a, você deverá seguir os passos listados a seguir a fim de que se prepare para criar um arquivo de áudio de um a dois minutos, contemplando os aspectos mencionados e enviá-lo ao fórum AVA Moodle. Siga os seguintes passos para planejar e realizar sua tarefa:

1. Chat: Agende com seu/sua tutor/a um dia e um horário para o planejamento e prática, antes da gravação;
2. Brainstorm: anote, em inglês, algumas palavras-chave que representem os aspectos mais importantes sobre o que você deseja incluir na sua gravação;
3. Plan: planeje o que você deseja dizer e como você deseja gravar sua fala. Você poderá escrever pequenas frases para ajudá-lo/a na hora da gravação;
4. Speak: você poderá praticar sua fala antes de gravá-la ou ainda repetir a gravação caso ache necessário. Afinal, practice makes perfect!

Lembre-se de que você não deverá escrever o texto todo da sua fala, pois não se trata de uma tarefa de leitura em voz alta, mas sim de produção oral.

Critérios de avaliação:

1. Participação do chat com tutor/a: 3 pontos;
2. Gravação inclui informações relevantes para a tarefa: 5 pontos;
3. Gravação possui uma fala inteligível: 3 pontos;
4. Gravação está adequada do ponto de vista léxico-gramatical: 4 pontos.

## Tarefa 27: Atividade Complementar 1

### Fórum: It's an interesting person!

In this task, you are going to have the opportunity to practice your reading comprehension skills as well as to develop your oral production by researching the life of a famous person that you admire. In order to achieve a good performance in this task, follow the steps below:

Read the biography of any famous person you would like to know a little bit more about and take notes in your guide of the most important facts concerning this person's life. You may visit the following sites to do your research:

<http://www.biography.com/>  
<http://www.factmonster.com/ipka/A0855207.html>

Based on the notes you took, produce an oral text in English commenting on the most interesting aspects of this person's life. You may cover the following questions: *Who is this person? Where is he/she from? What was he/she famous for? What important things has this person done? etc.* Your text should have at least 1 minute and you should post it at the Forum. Listen to your colleagues' narratives and comment on them!

You can read an example of narrative written by professor Cristiane in your guide.



Last week I read the biography of Rosa Parks. I've always been interested in knowing a little bit more about her. Rosa Parks was a civil-rights activist. She was born on February 4, 1913, in Tuskegee, Alabama. On December 1, 1955, Rosa Parks took the bus to go home and she took a seat in a place that was supposed to be occupied by "colored" passengers. Many passengers entered the bus and the driver noticed that some white passengers were standing in the aisle. He stopped the bus and asked four black passengers to give up their seats. Rosa refused to obey the driver's order and remained seated. The driver called the police and she was arrested. Later, she recalled that her refusal wasn't because she was physically tired, but that she was tired of giving in. Rosa was arrested and Nixon organized a boycott of Montgomery's city buses. Rosa Parks was named one of the 20 most influential people of the 20th century in 1999, by *Time* magazine.

## Tarefa 28: Atividade Complementar 2

### Song 'Killing me softly with his song'

Have you ever heard the song "Killing me softly with his song"? It is a very famous song, which dates back to the 70s and whose melody was composed by Charles Fox and lyrics written by Norman Gimbel. "Killing me softly with his song" has been performed by many artists.

Now we are going to watch a video where The Fugees perform this beautiful song. In order to achieve a good performance in this task, follow the steps below:

Click on the link <https://youtu.be/oK0tzlo-uYw> to watch the video;

Listen to the song and tick (✓) the words you hear;

- |                                 |                               |                                     |                                    |
|---------------------------------|-------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> coming | <input type="checkbox"/> pain | <input type="checkbox"/> live       | <input type="checkbox"/> world     |
| <input type="checkbox"/> son    | <input type="checkbox"/> life | <input type="checkbox"/> struggling | <input type="checkbox"/> sang      |
| <input type="checkbox"/> style  | <input type="checkbox"/> our  | <input type="checkbox"/> eyes       | <input type="checkbox"/> strumming |
| <input type="checkbox"/> fever  | <input type="checkbox"/> felt | <input type="checkbox"/> paid       | <input type="checkbox"/> thinker   |
| <input type="checkbox"/> words  | <input type="checkbox"/> pair | <input type="checkbox"/> new        | <input type="checkbox"/> knew      |
| <input type="checkbox"/> clear  | <input type="checkbox"/> near | <input type="checkbox"/> strong     | <input type="checkbox"/> tongue    |

Watch the video again and read the lyrics (see Anexo do Módulo 3). Check pronunciation and vocabulary. If you have any questions, talk to your distance tutor.

## ANEXO DO MÓDULO 3

### 1. RESPOSTAS TAREFA 22

- 1)** a. looking forward to  
b. taking up  
c. fond of  
d. am about to  
e. keep fit  
f. mingle  
g. reckon  
h. easy-going  
i. cut down  
j. broaden

- 2)** a. will buy  
b. would buy  
c. doesn't rain  
d. saw  
e. can / will take OR could / would take  
f. were  
g. are  
h. tells  
i. told

- 3)** a. He must be tired.  
b. You should go to a doctor.  
c. That will be Joana.  
d. You mustn't feed the animals.

Possible answers:

- 4)** a. You should borrow some money / You shouldn't spend so much on clothes  
b. You might find Luciana there / You should take some warm clothes / You mustn't turn on your cell phone while you are flying  
c. You can't eat sugar / You should eat a lot of vegetables / You should practice some exercises / You will be thinner in few months!  
d. You should talk to him / You may be wrong

### 2. TAREFA 23.2 – SCRIPT VIDEO 1: PRESENTATION

Hello, and welcome to Module 3. In this module, we're going to talk about past experiences, like special trips, memorable parties and so on. Let me start by telling you about my favourite trip ever!

I'll never forget my trip to India, ten years ago. I was taking yoga classes in SP, when our teacher invited us to join him in a couple of months in a Pranayama course (that's the yogic science of breathing) in Lonavla, India. There were such lively and interesting people in our yoga group that I thought «This is going to be a lot of fun, I'll give it a go» And it really was! Money was not a problem for me at the time, because I had been saving for a trip to England which didn't work out. So I just went for it. We arrived in Lonavla in the first week of March, in the summer. It was quite hot during the day, and also at night, but fortunately we had air conditioning in our hotel rooms. There were fifteen of us in the group, and they were all yoga practitioners. I think that certainly created a strong bond in the group, and even the few people we didn't know seemed to hit it off with us almost immediately! Our first Pranayama class was on Monday morning. We were all anxious about it, because our Brazilian teacher had told us so many great things about our Pranayama teacher in India, who seemed to be such a wise man! We weren't tired after the long journey because we had all slept like a log the night before, so we had great classes on that day and for the rest of the week! We also had the chance to meet our Indian teachers' families, watch traditional music and dance performances, and attend short lectures on different aspects of Indian religion and culture. In general, the locals were extremely friendly and also curious about us (they had never had Brazilian people in Lonavla, which was a really small town in India). Our tour guide was also very helpful and knowledgeable. He had been to all the countries in south Asia, literally. When we left Lonavla we went to Rishkesh. Next we went to Dharamsala, where the Dalai Lama has been living in exile since he fled Nepal<sup>4</sup>. Then we went on to Mumbai, and after that to Delhi, which is the capital of India and the third largest city in the world.

<sup>4</sup> In fact, Dalai Lama fled Tibet, not Nepal



Everything ran quite smoothly, pretty much according to plan. Except for a short trip to Pune, which went totally awry because we missed the bus and had to wait for another one for 5 hours. But it didn't matter, because two days later we were in Agra, where I had the most beautiful sight ever: the Taj Mahal at dawn, in the early morning mist. I'll never forget that sight! Also, I loved the food. In some ways, Indian food reminds me of some Brazilian dishes, especially the spicy ones from the northeast of Brazil. We went to this amazing restaurant in Delhi, which had originally been a palace, and had a 5 course meal! One of the members of our group had a bit too much to drink, and caused a very embarrassing situation! While the waitress was pouring him another drink, he threw up on her dress!

### 3. RESPOSTAS TAREFA 23.3

#### PAST PERFECT

- 2) They had eaten some hot dogs at their grandmother's house.
- 3) I had seen her at Suelen's party.
- 4) She hadn't talked to her boyfriend.
- 5) She had been there before.
- 6) We had lost her phone number.

#### PAST CONTINUOUS

- met / talked / were waiting
- were you doing / happened
- was / wanted
- was taking / rang
- was going / came / asked

### 4. RESPOSTAS TAREFA 23.4

- 1. b. How long have you been teaching?
- c. How many books have you written?
- d. how many people have you invited?
- e. how much money have you saved?
- 2. a. has been appearing
- b. have been waiting
- c. have been running / have run.
- d. have been involved / have been
- e. Have you ever written

### 5. RESPOSTAS ATIVIDADE 'PARE E PENSE'

/d/	/t/	/id/
finished	cleaned	started
crashed	answered	landed
danced	love	greeted
	listened	
	worried	

### 6. TAREFA 24 – SCRIPT VIDEO 2: FOCUS ON PRONUNCIATION

## PRONUNCIATION: -ed ENDINGS

One of the most frequent problems Brazilian people have when learning the pronunciation of English (and usually something native speakers of English always notice immediately) is the pronunciation of -ED regular past tenses. Listen to the following examples, paying special attention to the verbs in the past:

Most students liked today's class.

They even agreed to take on extra homework.

I decided to ask them to write a composition.

**Which of the verbs is pronounced with a /d/ sound at the end? Which is pronounced /t/? And which is pronounced /d/?**

Listen one more time:

Most students liked today's class.

They even agreed to take on extra homework.

I decided to ask them to write a composition.

**You may have noticed that the first verb "liked" is pronounced /t/, NOT "liked". Whereas the second verb sounds like /d/: "agreed" and the third /id/: "decided".**

Here are the rules for the pronunciation of the -ed endings:

If the verb ends with a VOICELESS CONSONANT like /k/ in "like", /p/ in "stop", /k/ in "ask", /f/ in "laugh", /s/ in "miss", /sh/ in "wash", or /tch/ in "watch" we pronounce /t/: liked, stopped, asked, laughed, missed, washed, watched. Listen and repeat the following sentences:

- a) I liked it.
- b) They stopped eating.
- c) I asked him the way.
- d) We laughed a lot.
- e) I missed it.
- f) He washed it.
- g) We watched it.

Notice the link-up between consonant and vowel in the sentences above (I liked it). If necessary, listen and repeat one more time after each sentence.

**If the verb ends in a VOICED consonant like /b/ as in "rob", /g/ in "drag", /v/ in "live", /z/ in "rephrase", /th/ in "bathe", /l/ in "pull", /m/ in "climb", /n/ in "learn" or a vowel (like /i/, as in "agree" or "marry"), we pronounce the -ed ending /d/: robbed, dragged, lived, rephrased, bathed, pulled, climbed, learned, agreed, married.** Listen and repeat the following sentences:

- a) He robbed it.
- b) She dragged him.
- c) I lived in SP.
- d) She rephrased it.
- e) He bathed her.
- f) She pulled it.

- g) They climbed it.
- h) We learned it.
- i) We agreed to do it.
- j) He married her.

Again, notice the link-up between consonant and vowel in the sentences above (He robbed it). If necessary, listen and repeat one more time after each sentence.

**If the verb ends with the sound /t/ or /d/, we pronounce the -ed ending /id/, for example «decide - decided», «invite - invited».** Listen and repeat the following examples:

- a) I decided to leave.
- b) She invited him to stay.
- c) We visited our aunt.
- d) She mended it.

Once again, notice the link-up between consonant and vowel in the sentences above (She mended it). Listen and repeat one more time after each sentence.

Now do the exercise in the written guide. When you finish, listen and check the answers:

/t/	/d/	/id/
finished	cleaned	started
crashed	answered	landed
danced	loved	greeted
	listened	
	worried	

Listen to the following sentences, paying attention to the linking:

- a) We finished early.
  - b) He crashed it.
  - c) They danced all night.
  - d) We cleaned it all.
  - e) Have you answered it?
  - f) I just loved it!
  - g) She listened to the song.
  - h) Who started it?
  - i) The plane's just landed.
  - j) They greeted each other.
  - k) I was worried about you.
- Listen once more and repeat.

Now to practise -ED endings a bit more, listen to the examples and answer the following questions:

Example: Did you receive my email?  
 You answer: Yes, I received it yesterday.  
 Did you wash the towel?  
 You answer: Yes, I washed it yesterday.

(Remember to pronounce each -ED ending correctly. Also, try to pronounce the link-ups as well, for example: Yes, I; I washed it; Yes, I washed it)

Now you answer the questions:

1. Did you clean the table?  
Yes, I cleaned it yesterday.
2. Did you book the ticket?  
Yes, I booked it yesterday.

3. Did you watch the film?  
Yes, I watched it yesterday.

4. Did you answer my email?  
Yes, I answered it yesterday.

5. Did you paint the house?  
Yes, I painted it yesterday.

6. Did you kiss him?  
yes, I kissed him yesterday.

7. Did you call her?  
Yes, I called her yesterday.

8. Did you end your relationship?  
Yes, I ended it yesterday.

9. Did you finish your assignment?  
Yes, I finished it yesterday.

10. Did you move the  
furniture away?  
Yes, I moved it yesterday.

11. Did you start the course?  
Yes, I started it yesterday.

12. Did you burn the CD?  
Yes, I burned it yesterday.

13. Did you study the lesson?  
Yes, I studied it yesterday.

14. Did you invite him?  
Yes, I invited him yesterday.

15. Did you change the light  
bulb?  
Yes, I changed it yesterday.

16. Did you like the exercise?  
Yes, I liked it very much.

## 7. TAREFA 25 – SCRIPT VIDEO 3: USEFUL PHRASES

Now here are some useful words and phrases (like PHRASAL VERBS) that you might want to learn. When you repeat them, notice your pronunciation of link-ups and weak forms:

This is going to be a lot of fun, I'll give it a go.

I'd been saving for a trip to England which didn't work out.

Even the few people we didn't know seemed to hit it off with us almost immediately!

We had all slept like a log the night before

In general, the locals were extremely friendly

When we left Lonavla we went TO Rishkesh. Next we went to Dharamsala. Then we went on to Mumbai, and after that to Delhi

Everything ran quite smoothly, pretty much according to plan.

Except for a short trip to Pune, which went awry.

## 8. TAREFA 28 – LETRA DA MÚSICA 'KILLING ME SOFTLY WITH HIS SONG' (CHARLES FOX E NORMAN GIMBEL)

### **Killing Me Softly**

Strumming my pain with his fingers  
Singing my life with his words  
Killing me softly with his song  
Killing me softly with his song  
Telling my whole life with his words  
Killing me softly, with his song

I heard he sang a good song, I heard he had a style  
And so I came to see him, and listen for a while  
And there he was, this young boy, a stranger to my eyes

#### *Chorus*

I felt all flushed with fever, embarrassed by the crowd  
I felt he found my letters, and read each one out loud  
I prayed that he would finish, but he just kept right on

#### *Chorus*

He sang as if he knew me, and all my dark despair  
He kept on looking right through me as if I wasn't there  
And then he kept on singing, singing clear and strong

#### *Chorus*



### Tarefa 29: Leitura do Capítulo de Introdução no Guia de Estudos

Prezado(a) aluno(a),

O quarto e último capítulo do Guia de Estudos apresenta vários aspectos importantes sobre a disciplina cujo módulo começamos agora. Antes de iniciarmos nossas reflexões e discussões sobre a prática de compreensão oral em língua inglesa, é importante que você leia o capítulo na íntegra. Se ficar com alguma dúvida, não deixe de postá-la no Doubts Forum para seu/sua tutor/a.



### Tarefa 30: Review

Before watching Video 1: Presentation, do some review exercises based on the grammatical aspects we have been studying in this discipline. Check your answers in the Appendix (see Anexo do Módulo 4).

1. Write down questions for the following answers:

What \_\_\_\_\_ movie?

Um, I'm fond of comedies and action movies, but my favorite kind of movie is definitely drama.

How long \_\_\_\_\_ in this city?

We've been living here for four years.

When \_\_\_\_\_ your Spanish classes?

I guess I'm going to start them next month.

What \_\_\_\_\_?

Oh, Maria is friendly and very helpful. She's just a lovely person.

What \_\_\_\_\_?

He told me to take a rest and walk three times a week.

What \_\_\_\_\_?

Well, if I got that money, I would help my mother buy a house.

2. Complete the text below with the appropriate form of the verbs:

#### *Past Perfect, Past Continuous, Simple Past*

"When London marathon medical director Sanjay Sharma was called to attend someone who 1. \_\_\_\_\_ (collapse) with suspected cardiac arrest a mile from the finish line last month, he 2. \_\_\_\_\_ (expect) to find a man in his seventies.

"I 3. \_\_\_\_\_ (have) to hide my horror as I 4. \_\_\_\_\_ (see) a young, athletic woman," he says. "I had to... compose myself for a few seconds before we started resuscitation."

Lying on the ground 5. \_\_\_\_\_ (be) 30-year-old Claire Squires, whose sudden death, along with those of Italian footballer Piermario Morosini and Norwegian Olympic swimmer Alexander Dale Oen, has drawn fresh attention to shocking heart problems that bring down young, fit people at the top of their game".

Fonte: <http://www.reuters.com/assets/print?aid=USBRE84D02820120514>. Acesso 11/07/2022.

*Simple Present, Present Perfect*

“Sometimes, getting drunk 6. \_\_\_\_\_ (be) just too much work. Thank goodness someone 7. \_\_\_\_\_ finally \_\_\_\_\_ (invent) a product that 8. \_\_\_\_\_ (allow) you to sit back, spray some liquid into your mouth and bam! — instant drunken stupor.

French American scientist David Edwards has unveiled WA|HH Quantum Sensations, a spray that causes brief intoxication with no aftereffects, Gizmodo reports. Each dose 9. \_\_\_\_\_ (consist) of just 0.075 milliliters of alcohol, but according to Edwards, when aerosolized by the spray’s unique mechanism — housed in a stylish, Philippe Starck-designed aluminum tube — it’s enough to make you feel fully intoxicated, though quite briefly. Once the effects wear off, you won’t experience a headache and can even pass an alcohol test”.

Fonte: <http://newsfeed.time.com/2012/05/05/finally-a-spray-that-gets-you-instantly-drunk-for-just-a-few-seconds/?iid=nf-article-mostpop1>. Acesso: 11/07/2022.

*Simple Present, Present Perfect*

“What you 10. \_\_\_\_\_ (see) is what you 11. \_\_\_\_\_ (eat), according to the latest study to confirm that TV viewing 12. \_\_\_\_\_ (encourage) children to eat more junk food. But the researchers 13. \_\_\_\_\_ (say) there may be an easy way to counter unhealthy snacking in front of the tube, simply by putting healthier foods within easy reach.

Leah Lipsky and Ronal Iannotti staff scientists at the Eunice Kennedy Shriver National Institute of Child Health and Human Development, report that for every hour of television children 14. \_\_\_\_\_ (watch), they are 8% less likely to eat fruit every day, 18% more likely to eat candy, and 16% more likely to eat fast food. Those results, reported this week in the Archives of Pediatrics & Adolescent Medicine, shore up previous studies that 15. \_\_\_\_\_ (link) TV viewing with unhealthy eating habits among children”.

Fonte: <http://healthland.time.com/2012/05/11/watching-tv-steers-children-toward-eating-junk/>. Acesso 12/07/2022.

*Simple Present, Present Perfect*

Gretchen Reynolds 16. \_\_\_\_\_ (write) the New York Times’ “Phys Ed” column and 17. \_\_\_\_\_ (be) a devotee of physical exercise — particularly running — for decades. In her work, she 18. \_\_\_\_\_ (discover) that while inactivity can drastically shorten the healthy lifespan, most of the benefits of working out 19. \_\_\_\_\_ (require / note) hours of effort or marathon-type training.

Fonte: <http://healthland.time.com/2012/05/17/qa-how-a-little-exercise-brings-big-benefits/?iid=hl-article-latest> Acesso 12/07/2022.

*Future, Simple Present, Present Perfect, Present Continuous*

By the year 2018, the manufacturing industry 20. \_\_\_\_\_ (lose) 1.2 million jobs, the mining and oil/gas extraction industry will lose another 104,000 jobs and utility companies will lose 59,000 jobs, according to the Bureau of Labor Statistics (BLS).

But outsourcing and foreign competition 21. \_\_\_\_\_ (be / not) the only reasons for shrinking industries. The needs of our economy 22. \_\_\_\_\_ have changed (change) in recent years while companies have become leaner and meaner in order to survive.

And though these cuts and shifts 22. \_\_\_\_\_ (be) painful for millions in the past and present, they 23. \_\_\_\_\_ (make) our country more competitive for the future.

Dramatic advancements in technology 24. \_\_\_\_\_ more than \_\_\_\_\_ (double) the output per worker since 1970. Our manufacturing industry 25. \_\_\_\_\_ (progress) from making simple household appliances, cars and textiles to producing cutting-edge medical technologies, life-saving medicines and light-speed computer processors with worldwide demand.

Fonte: <http://www.investinganswers.com/print/3037/>. Acesso em 11/07/2022.

3. Complete the sentences with OTHER, OTHERS or ANOTHER:

- a. Some people are coming today but \_\_\_\_\_ will get here just on Saturday.
- b. Where are the \_\_\_\_\_ pens I've left here?
- c. Would you like \_\_\_\_\_ cup of coffee?
- d. Is there any \_\_\_\_\_ way to solve this problem?
- e. Could I have \_\_\_\_\_ slice of this cake, please?
- f. I can't find the \_\_\_\_\_ books. Do you have any idea of where they are?
- g. Today is \_\_\_\_\_ day. Let's star over, shall we?



## Tarefa 31.1: Lead-in

Before watching Video 1: Presentation, study some expressions used by Professor William. First, try to associate the verbs below to their appropriate meaning. Then check your answers in the Appendix (see Anexo do Módulo 4).

a. film buff

If you are a film buff, it means you are very interested in films.  
You may also be a computer buff, a wine buff etc.

b. fling

A fling is an informal noun used to refer to a short period of enjoyment. It also means a sexual relationship that does not last very long, and is not very serious.

*E.g.: Yesterday, my friends and I had a fling after work. We went to that pub and listened to some very good music!*

c. lonely

A lonely person is unhappy because he/she is alone.

*E.g.: After his wife has passed away, he became a lonely person.*

d. get over

If you get over somebody, it means you start to feel better after this person has made you sad. And if you get over something it means you could find a way to solve or deal with a difficult problem.

*E.g.: To tell you the truth, I don't really remember he exists. I got over him completely.*

*After a month thinking about it, I finally got over my computer's problems.*



e. fall head over heels in love

If you fall head over heels in love with someone, it means you are completely in love with this person.

*E.g.: Cintia has fallen head over heels in love with her new boyfriend. Let's see how long it'll last this time.*

f. by chance

When something happens by chance, it means it was not intentionally planned.

*E.g.: I was walking around the mall and I met Adriana by chance. I hadn't seen her for years!*



## Tarefa 31.2: Listening Comprehension

In Video 1: Presentation, Professor William talks about movies. In fact, he describes one of his favorite movies, called "Medianeras". In order to achieve a good performance in this task, follow these steps:

Watch Video 1: Presentation, available at *AVA Moodle* and, firstly, try to identify, based on your knowledge of the English language, the answers to the following questions: (1) *How often does William go to the cinema?*; and (2) *What kind of movies does William prefer?*;

Read the proposed questions carefully;

Watch Video 1: Presentation again and answer at **AVA Moodle** the proposed questions, then check your answers in the AVA itself. This task should be corrected autonomously by clicking on **send**. Once you submit your answers, you will be able to receive feedback. If you have any questions, talk to your distance tutor.

Watch Video 1: Presentation again and read its *script* (see Anexo do Módulo 4).

### VIDEO 1: Presentation

Listen to William. Read the following statements and decide **if they are true or false**. Write **T** for the true sentences and **F** for the false ones:

- 1) ( ) William goes to the cinema once a month.
- 2) ( ) 'Medianeras' is set in Argentina.
- 3) ( ) The characters of the film met at college.
- 4) ( ) The film approaches the question of technology.
- 5) ( ) The film is a slapstick comedy.
- 6) ( ) William was surprised by the fact that it was an Argentinian movie.
- 7) ( ) According to William, the screenplay is brilliant.

## Tarefa 31.3: Focusing on linguistic-communicative aspects 1

Nesta seção estudaremos a forma e uso das *Third Conditionals*, trabalharemos as *Relative Clauses* e focaremos os *Degree Adverbs* da língua inglesa. Leia atentamente o seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### THIRD CONDITIONALS

Ao comentar sobre o filme “Medianeras”, o professor William usou a seguinte oração: “If I’d known this film is a romantic comedy, I wouldn’t have watched it”.

A oração acima é um exemplo do uso da *Third Conditional* que, assim como a *Second Conditional*, também expressa uma situação imaginária. Entretanto, não apenas a situação como sua consequência se referem ao passado. No caso da oração do professor William, vê-se que se a condição colocada por ele tivesse ocorrido, isto é, se ele soubesse que o filme se tratava de uma comédia romântica, ele não teria assistido.

Observe outros exemplos:

#### ***if+ past perfect + would/could/might + have + past participle***

If Linda had talked to Carlos, he would have taken the exam.

- A oração acima indica que Carlos não fez o exame, pois Linda não conseguiu conversar com ele.

If I had listened to my mother, I would have bought that car.

- A condição de ter ouvido à mãe não foi atendida pelo locutor, portanto, ele não comprou o carro .

Samanta would have moved to Canada last year, if she had accepted the job offered by Juan .

- Samanta se mudou para o Canadá o ano passado? Não, pois não aceitou a proposta de emprego de Juan.

**Let's Practice!** Do the exercises concerning the use of the Third Conditional. Then check your answers in the Appendix (see Anexo do Módulo 4).

1) Look at the pictures. What would have been different in these people's lives? Look at the example below and write sentences using the Third Conditional:

➤ What would Ligia have done if she hadn't been a teacher?

1.1.



If Ligia hadn't been a teacher, she would have been a singer.

Fonte: <http://thecoloringspot.com/people-jobs-coloring-pages/female-singer/>

1.2.



Fonte: <http://spboe.org/Page/4153>

1.3



Fonte: <http://jiamom.wordpress.com/2012/01/30/antibiotics-before-the-dentist/>

➤ Where would Felipe have moved to if he had accepted that job?

1.4



Fonte: <https://www.allwavingflags.com/2018/07/all-country-flags-in-world-one-image.html>

1.5



Fonte: <https://www.allwavingflags.com/2018/07/all-country-flags-in-world-one-image.html>

1.6



Fonte: <https://www.allwavingflags.com/2018/07/all-country-flags-in-world-one-image.html>

➤ Which film would you have watched if you had gone to the cinema with them?

2) Complete the sentences below with the appropriate form of the verbs in the Third Conditional:

- 2.1. If I had been smarter, I \_\_\_\_\_ (believe) what he told me.
- 2.2. If he had fixed the car, they \_\_\_\_\_ (have / not) problems on the road.
- 2.3. What \_\_\_\_\_ (be) different in your life, if you had refused that proposal?
- 2.4. The kids \_\_\_\_\_ (hurt) themselves, if she hadn't arrived just in time!
- 2.5. The police officer \_\_\_\_\_ (warn / not) Angela, if she hadn't been drunk.
- 2.6. If I \_\_\_\_\_ (win) the lottery, we would have traveled around the world!
- 2.7. If I \_\_\_\_\_ (marry) him, we would have been happy.
- 2.8. If Marcos \_\_\_\_\_ (teach) his son, he wouldn't have been so impolite



Para complementar seus estudos sobre as *Third Conditionals* e fazer exercícios, acesse os links:

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/3cond1.htm>

[http://www.englishclub.com/grammar/verbs-conditional\\_4.htm](http://www.englishclub.com/grammar/verbs-conditional_4.htm)

<http://www.perfect-english-grammar.com/third-conditional-exercise-1.html>



## Tarefa 31.4: Focusing on linguistic-communicative aspects 2

Leia atentamente o texto sobre as *Relative Clauses*, em seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### RELATIVE CLAUSES

No vídeo de introdução do Módulo 4, o professor William descreveu o enredo de seu filme favorito da seguinte forma:

- “He’s an architect and she’s a shop window designer, and they both spend a long time working from home every day, which means they lead quite lonely lives”.
- “The man starts dating a dog walker he meets by chance in one of his leisurely walks around the neighbourhood where he lives”.
- “I would definitely recommend it to people who like good romantic comedies”.

Na língua inglesa, costumamos nos referir a *which*, *where* e *who* como *relative pronouns*, e as orações em que eles se encontram, como *relative clauses*. Além de *which*, *where*, e *who*, os pronomes *whose*, *whom* e *when* também desempenham funções semelhantes. Observe os seguintes exemplos:

1. Tell me about the best film *which* you’ve seen this year.
2. This new drug is especially effective for people *who* suffer from arthritis.
3. The hotel *where* we stayed last year is close to the beach.
4. The winner of the Oscar was a French director, *whose* name I’ve forgotten.
5. My uncle Tom Lopez was married to Rita, *whom* he met in college (*whom* é mais usado em situações formais, como por exemplo na escrita).
6. I still remember the day *when* I bought my first video game.

Há dois tipos de *relative clauses* em inglês, *defining* e *non-defining relative clauses*. O primeiro tipo – *defining clauses* – traz informações essenciais que identificam o objeto ou pessoa à qual se referem, e que, portanto, não podem ser omitidas. É o caso dos exemplos 1, 2, 3 e 6 acima. No segundo caso, por exemplo, não é

possível deixar de lado a oração “*who suffer from arthritis*”, pois o sentido de “*people*” ficaria incompleto. O mesmo se dá com todas as outras *defining clauses* (ou orações subordinadas adjetivas restritivas, em português). Nelas, também é possível usar o pronome *that* no lugar de *who* ou *which*. Outros exemplos de *defining clauses*:

7. The man *who/that* sold us the house used to be our neighbor.
8. The computer *which/that* I want to buy is on a special sale now.
9. Last night I saw a woman *whose* beauty took my breath away.

Em termos de pontuação, não é possível usar vírgulas antes de *defining relative clauses*, ao contrário das *non-defining relative clauses*. As *non-defining clauses* (orações subordinadas adjetivas explicativas, em português) trazem informações adicionais sobre o objeto ou pessoa a que se referem, podendo ser omitidas sem comprometer o sentido da frase. Esse é o caso dos exemplos 4 e 5 acima. Compare os seguintes exemplos:

10. The winner of the Oscar was a French director, *whose* name I’ve forgotten. (*non-defining relative clause*)
11. What’s the name of that director *whose* film won 3 Oscars last year? (*defining relative clause*)
12. Have you seen the film *which/that* our teacher talked about last class? (*defining relative clause*)
13. “*Cidade de Deus*”, *which* depicts life in a Brazilian slum, influenced many other Brazilian directors. (*non-defining relative clause*)
14. The man *who/that* we met yesterday is an important film maker. (*defining relative clause*)
15. Some of the most popular films in the 20<sup>th</sup> century were made by Steven Spielberg, *who* has recently directed “*War Horse*”. (*non-defining relative clause*)

Como você pode perceber, as *non-defining clauses* trazem informações complementares que poderiam ser omitidas. Observe também o uso de vírgulas antes desse tipo de oração. Outro aspecto importante diz respeito à possibilidade de omitirmos o pronome relativo. Em quais dos exemplos acima isso é possível?

Nos exemplos 1, 7, 11 e 13 é possível omitirmos os pronomes *who*, *which* e *that*. Isso acontece em *defining clauses* em que *who*, *which* e *that* são o objeto do verbo da *relative clause*. Compare, por exemplo:

16. Have you seen the film *which/that* our teacher talked about last class? (“the film *which/that*” é o objeto direto do verbo “talked”; nesse caso, podemos deixar de fora o pronome “which” ou “that” e dizermos “Have you seen the film our teacher talked about last class?”)
17. Have you seen the film *which/that* won the Oscar this year? (“the film *which/that*” é o sujeito do verbo “won”; nesse caso, não é possível omitir o pronome relativo).

Entre os exemplos retirados no vídeo de apresentação do Módulo 4, também há um caso em que o pronome relativo foi omitido. Você pode identificar qual?

Trata-se do segundo exemplo, “The man starts dating a dog walker (*who*) he meets by chance in one of his leisurely walks around the neighbourhood where he lives”, em que o pronome *who* foi omitido, pois refere-se ao objeto direto (“dog walker”) do verbo “meets”.

Por fim, vale também lembrar o uso de *who*, *whom* e *whose* em expressões como *in which*, *with whom*, *many of which*, *some of whom*, *most of whom*, *any of which*, *none of which*, *two of whom*, *neither of whom*, *without whose*, etc., como nos exemplos seguintes:

- We moved to a bigger house so that the children would have more space *in which* to play. (em um contexto mais informal, poderíamos dizer também “we moved to a bigger house so that the children would have more *space to play in*”)

- They want to have another child so little Mark has someone *with whom* to play. (em um contexto mais informal, poderíamos dizer também “They want to have another child so little Mark has *someone to play with*”)
- This course has 18 subjects, *many of which* are compulsory. (*which*= subjects)
- There are 36 students in the class, *some of whom* already know me. (*whom*= students)
- The staff comprises 12 teachers, *most of whom* have been working here for over 10 years. (*whom*=teachers)
- There were many friends at the party, *most of whom* had known each other since childhood. (*whom*= friends)
- There are three roads to the beach, *any of which* can get us there is less than 20 minutes. (*which*= roads)
- They shortlisted four stories for the Pulitzer Prize, *none of which* was written by a woman. (*which*= stories)
- The police officer has five suspects, *two of whom* are recidivists. (*whom*= suspects)
- We interviewed two candidates, *neither of whom* speaks German. (*whom*=candidates)
- All the children interested in the field trip should consult their parents, *without whose* permission they won't be allowed to go. (*whose*= parents)

**Let's Practice!** Rewrite the sentences below using the appropriate relative pronoun. Then say if it is a defining or non-defining clause. You can check your answers in the Appendix (see Anexo do Módulo 4).

*E.g.: I met Robert's girlfriend. She's a nurse at the hospital.*

I met Robert's girlfriend, who's a nurse at the hospital. (non-defining clause)

1. Paul is studying Mandarin and French. He has never been abroad.
2. The car won the race. It didn't seem to be specially fast.
3. You've all met Karen Thompson. She's staying with us for a couple of weeks.
4. Janet Woods is my best friend. She has just had a baby.
5. The little girl has been found safe and sound. She had been missing since last week.
6. We are moving to Sheffield. Sheffield is in the north of England.
7. Sheffield is in the north. It is one of England's most important industrial towns.
8. The Brazilian geneticist has won an important prize. She has made important contributions to the human genome project.
9. I'll be meeting Alan tonight. His cousin is an old friend of mine.
10. I threw away the electric oven. It didn't work properly.
11. This is Ruth. We stayed in Ruth's flat for our holidays.
12. It rained heavily all weekend. This made us cancel the picnic.

13. Motorbikes use very little petrol. This means they are cheap to run.
14. The strike will be over soon. It closed some Brazilian universities.
15. She made all kinds of suggestions. I didn't agree with most of them.
16. There were some noisy people in the room. Two of them kept speaking all the time.
17. I bought three books. I had read one of them before.
18. The man was sent to prison. He shot one policeman.
19. Two people came to see the house. Neither of them seemed interested in it.
20. The bomb caused a lot of damage in the city centre. It went off this afternoon.
21. He keeps bragging about his cooking. This annoys his wife.
22. He met some interesting people in Italy. He's still in contact with most of them.
23. There are 86 students in our college. A large number of them has part-time jobs.
24. I need the email address of the plumber. He fixed the pipes in the office.
25. He was a man of considerable wealth. He eventually spent all of it during his trips around the world.
26. John Richards never turned up late for classes. He was our Statistics professor.
27. The swimmer was banned from the tournament. He took steroids.
28. Sarah has two jobs. One of them is quite menial.
29. Our daughter tried on eight dresses. None of them seemed to fit her.
30. The oil is three miles off the coast. It spilled from a Norwegian ship.
31. The company has recently laid off 150 employees. Several of them protested angrily about the lay-offs.
32. The police have recaptured the convicts. They had escaped from prison.
33. We would like to thank the sponsors of the project. Their generosity allowed us to finish the building.



Para complementar seus estudos sobre as Relative Clauses e fazer exercícios, acesse os links:

[http://www.english-hilfen.de/en/exercises/pronouns/relative\\_pronouns.htm](http://www.english-hilfen.de/en/exercises/pronouns/relative_pronouns.htm)

<http://www.ego4u.com/en/cram-up/grammar/relative-clauses>

<http://www.xtec.cat/~ogodoy/sac/rephrasing/relclex1.htm>

Sobrou um tempinho e você gostaria de praticar mais? Lembre-se de que você também poderá acessar o livro de Martin Hewings (2013), na pasta Extra Materials' Corner, no Moodle, e tentar realizar os exercícios das unidades 53-59. Ao final do livro, há uma chave de respostas por meio da qual você poderá conferir o gabarito. Ficou com dúvidas? Não deixe de contatar o/a seu/sua tutor/a!



## Tarefa 31.5: Focusing on linguistic-communicative aspects 3

Leia atentamente o texto sobre os *Degree Adverbs*, em seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### DEGREE ADVERBS

Ao falar sobre o filme “Medianeras”, o professor William empregou as seguintes orações:

- *They lead quite lonely lives.*
- *Put it like that, the story is pretty simple, really.*
- *The screenplay is absolutely brilliant.*

Os termos sublinhados são, nas orações acima, advérbios de intensidade e funcionam no sentido de modificar os adjetivos, os verbos ou outros advérbios ao quais se referem. Observe o significado e o uso de alguns advérbios de intensidade, no quadro abaixo:

Degree Adverb	Meaning
Absolutely	It emphasizes and reinforces a strong adjective which is not usually used with ‘very’. E.g.: <i>It’s absolutely impossible to agree with you.</i>
Barely	Almost not. E.g.: <i>I could barely hear what he said.</i>
Fairly	It means more than “average”, but less than “very”. E.g.: <i>My sister is fairly tall.</i>
Nearly	It means “almost” or “not completely”. E.g.: <i>Don’t you think she’s nearly as boring as her brother? I nearly missed the bus.</i>
Pretty	It means “quite”, but “not extremely”. E.g.: <i>My mother has four brothers. It’s a pretty big family.</i>
Quite	“Quite” means “less than very but more than a little”. E.g.: <i>I was quite angry with him, but we were able to solve our problems.</i>
Rather	“Rather” is similar to “quite”. It means “very”, “to a large degree”. We usually use “quite” with a positive idea and “rather” with a negative idea. E.g.: <i>Monica is rather fat. I’m walking rather slowly after the accident. My assistant is quite competent, but rather lazy.</i> When we use “rather” with a positive word, it means “unusually” or “surprisingly”: E.g.: <i>That movie was rather interesting, much more than I expected.</i>

Really	“Really” means “in fact” and it is used to say that something is certain. E.g.: It’s really cold today, isn’t it?
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**Let’s Practice!** Choose the adverb that best completes the sentences. Then check your answers in the Appendix (see Anexo do Módulo 4).

1. To be honest I really didn’t believe she could do it. Her performance was ABSOLUTELY / RATHER / NEARLY good.
2. The dinner was VERY /QUITE / ABSOLUTELY perfect.
3. The song was NEARLY / PRETTY loud. We BARELY / QUITE / VERY listened to his words.
4. I’m sorry, but it’s VERY / ABSOLUTELY / QUITE impossible for me to meet you today.
5. Sonia started reading quite early. She seems BARELY / FAIRLY smart for her age, doesn’t she?
6. I’m RATHER / PRETTY / BARELY sure it was Marcos at the supermarket. Who else has a hat like that?
7. He completed the exercise FAIRLY / ABSOLUTELY quickly.
8. He’s a good student. He’s QUITE / RATHER smart, but QUITE / RATHER arrogant.



Para conhecimento complementar sobre advérbios, acesse os links a seguir para realizar os exercícios propostos:

[http://www.grammar-quizzes.com/adv\\_degree.html](http://www.grammar-quizzes.com/adv_degree.html)

<http://www.esldesk.com/grammar/adverbs>

Ah! O livro de Martin Hewings (2013), na pasta Extra Materials’ Corner, no Moodle, também traz algumas atividades desafiadores interessantes nas unidades 72-78. Ao final do livro, há uma chave de respostas por meio da qual você poderá conferir o gabarito. Ficou com dúvidas? Não deixe de contatar o/a seu/sua tutor/a!



## Tarefa 32: Forum – Explaining your point

In this module, our aim is to study and practice some linguistic-communicative aspects of the English language which may help us to describe and explain things. In this task, you are going to have the opportunity to do so by discussing your ideas at the Forum. To achieve a good performance in this task, you are supposed to write down a text explaining and describing a movie, a book or a song you really enjoy and post it at the Forum. Your text should have between 120 and 150 words and you may cover the following questions in your text:

- What is this movie / book / song about?
- Talk about the author(s), artist(s), singer(s) involved in it.
- When did you first watch / read / listen to it?

➤ What calls your attention in this movie / book / song?

➤ What kind of message do you think it conveys?

It is important that you comment on your colleagues' texts in order to interact with them and to get to know their ideas.



## Tarefa 33.1: Focusing on pronunciation

After having done the tasks concerning Video 1: Presentation, watch now Video 2: Focus on Pronunciation, in which Professor William focuses on the weak and strong pronunciation of prepositions. To achieve a good performance in this task, follow the steps below:

Watch Video 2: Focus on Pronunciation and, by using the pause tool of your videoplayer, pause after each sentence in order to repeat the structures and expressions presented by Professor William. In the first time, you should try to do it without reading the *script*. It may help you to develop the practice of your oral production and comprehension in English;

Repeat 1<sup>st</sup> Step, but now pause and repeat the sentences using the script (see Anexo do Módulo 4).



## Tarefa 33.2: Focusing on linguistic-communicative aspects 4

Leia atentamente o texto sobre as *Prepositions*, em seu Guia de Estudos, e, em seguida, faça os exercícios propostos. Quaisquer dúvidas, fale com seu/sua tutor(a) a distância.

### PREPOSITIONS

Após discorrer sobre um de seus filmes favoritos no vídeo do Módulo 4, o professor William fez algumas perguntas sobre filmes, por exemplo:

➤ What's it about?

➤ Who's in it?

➤ Who's it directed by?

➤ Is it based on a novel?

Todas as palavras sublinhadas acima são preposições. Outras preposições comumente encontradas são *at*, *from*, *between*, *over*, *under*, *above*, *across*, *through*, etc. Sua utilização é considerada problemática até pelos falantes mais proficientes da língua inglesa, simplesmente por não haver regras simples ou definitivas para seu uso, ou por haver exceções para cada regra. Pelo uso frequente, é possível aprender algumas delas, como a preposição "on" após o verbo "depend" (em "it depends ON each person"), por exemplo. Em muitos casos, porém, o mesmo verbo pode ser seguido por diferentes preposições. É o caso de "result", por exemplo, que pode ser seguido pelas preposições "in" e "from":

➤ His victory results from a good campaign.

➤ This could result in more power to the conservative party.

Dada a especificidade de uso de boa parte das preposições, o melhor a fazer é aprendê-las através de muita leitura, consulta a dicionários, ou memorização pelo uso. Em seguida, apresentamos uma série de exercícios que vão ajudá-lo(a) a revisar ou aprender algumas delas.

**Let's Practice!** Do the following exercises, then check your answers in the Appendix (see Anexo do Módulo 4).

**1) In this exercise, you will find verbs which are followed by prepositions. Complete the sentences with the appropriate preposition (in some cases, more than one answer may be acceptable):**

1. Global warming may lead \_\_\_\_\_ environmental disasters.
2. I insist \_\_\_\_\_ my client's innocence.
3. This drug is for people who suffer \_\_\_\_\_ chronic headaches.
4. The car swerved and crashed \_\_\_\_\_ a tree.
5. Many Brazilian people still disapprove \_\_\_\_\_ abortion.
6. Some people adapt \_\_\_\_\_ changes more easily than others.
7. The organization relies \_\_\_\_\_ donations to keep open.
8. The accident resulted \_\_\_\_\_ the death of 34 people.
9. You may disagree \_\_\_\_\_ the idea, but it's still a good one.
10. The singer of the band died \_\_\_\_\_ cancer two years ago.
11. The left-wing candidate succeeded \_\_\_\_\_ winning the election.
12. He is the only person who cares \_\_\_\_\_ her feelings.
13. The teacher divided the class \_\_\_\_\_ three groups.
14. The new plan differs \_\_\_\_\_ the previous one in many respects.
15. You should apologize \_\_\_\_\_ your bad behavior last night.
16. The other children were laughing \_\_\_\_\_ his haircut.
17. You can't blame all your problems \_\_\_\_\_ your parents.
18. What does this new gadget consist \_\_\_\_\_?
19. As a child, Ronaldinho used to excel \_\_\_\_\_ many sports.
20. Who are you going to vote \_\_\_\_\_ in the next presidential election?
21. Very young children need to be protected \_\_\_\_\_ older children.
22. The employees are protesting \_\_\_\_\_ the company's redundancy plans.

23. Scientists believe some dinosaurs evolved \_\_\_\_\_ birds.

24. It's difficult to concentrate \_\_\_\_\_ my work with all this noise.

25. I can't distinguish Japanese \_\_\_\_\_ Chinese people.

**2) In this exercise, you will find adjectives which are followed by prepositions. Complete the sentences with the appropriate preposition (in some cases, more than one answer may be acceptable):**

26. Jorge Amado will always be famous \_\_\_\_\_ his novels.

27. It's easy for rich people to say they're indifferent \_\_\_\_\_ money.

28. The two sisters are as different as chalk and cheese: Sarah is fond \_\_\_\_\_ outdoor activities, but Melissa is absolutely keen \_\_\_\_\_ staying home.

29. Is the company connected \_\_\_\_\_ this business?

30. All people should be well treated, regardless \_\_\_\_\_ their race or gender.

31. When did Brazil become independent \_\_\_\_\_ Portugal?

32. The accused was charged \_\_\_\_\_ murder.

33. Good teachers should always be attentive \_\_\_\_\_ the students' needs.

34. The child seemed oblivious \_\_\_\_\_ the noise around her.

35. She was angry \_\_\_\_\_ the way she'd been treated.

36. The man was accused \_\_\_\_\_ theft and sentenced \_\_\_\_\_ 2 years in prison.

37. My eldest brother is different \_\_\_\_\_ me in many ways.

38. She was married \_\_\_\_\_ Paul for 23 years.

39. The politician denied that he was involved \_\_\_\_\_ organized crime.

40. George is your aunt's husband? I didn't know he is related \_\_\_\_\_ you.

41. You should be ashamed \_\_\_\_\_ your behavior, cheating like that.

42. I'm addicted \_\_\_\_\_ chocolate – I eat at least two bars every day.

43. She has always been good \_\_\_\_\_ mathematics.

44. The teacher was really disappointed \_\_\_\_\_ her students.

45. We were all surprised \_\_\_\_\_ the news.

46. The Australian coast is similar \_\_\_\_\_ the Brazilian one.

47. The north of the city is separated \_\_\_\_\_ the south by a large river.

48. He's absolutely scared \_\_\_\_\_ spiders.

**3) In this exercise, you will find nouns which are followed by prepositions. Complete the sentences with the appropriate preposition (in some cases, more than one answer may be possible):**

49. We all have sympathy \_\_\_\_\_ the victims of the earthquake.
50. There is no easy solution \_\_\_\_\_ the problems of education in our country.
51. We found a reference \_\_\_\_\_ women writers in the 19<sup>th</sup> century in Brazil.
52. I'm doing research \_\_\_\_\_ second language acquisition.
53. There is need \_\_\_\_\_ further studies in this field.
54. There should be a ban \_\_\_\_\_ smoking in all public places.
55. Brazilian people still have a negative attitude \_\_\_\_\_ gay marriage.
56. Pregnant women sometimes have a desire \_\_\_\_\_ strange foods.
57. Not all actors like to read criticism \_\_\_\_\_ their performance.
58. Recent reports indicate a rise \_\_\_\_\_ the number of middle class families and a fall \_\_\_\_\_ unemployment.
59. You should have more respect \_\_\_\_\_ the elders.
60. One of the problems the world is facing today is lack \_\_\_\_\_ water.
61. There may be many exceptions \_\_\_\_\_ this rule.
62. Congratulations \_\_\_\_\_ your performance – I was blown away!
63. Some students have a lot of difficulty \_\_\_\_\_ verb tenses.
64. The police still don't know the reason \_\_\_\_\_ the terrorist attack.
65. There was an allergic reaction \_\_\_\_\_ the new drug.
66. Many teachers have expressed their concern \_\_\_\_\_ students' poor academic results.
67. Is there a cure \_\_\_\_\_ diabetes?
68. I didn't know that cruelty \_\_\_\_\_ animals is a crime.
69. Is there still public trust \_\_\_\_\_ police officers?
70. Alcohol is the main cause \_\_\_\_\_ accidents in our country.
71. Parents often have an influence \_\_\_\_\_ their children's career choices.
72. Why don't you come with us? There's room \_\_\_\_\_ more people in our car.

**4) In this exercise, you will find fixed expressions with prepositions. Complete the sentences with the appropriate preposition (in some cases, more than one answer may be acceptable):**

73. The teacher showed us a picture and asked us what we could see \_\_\_\_\_ it.

74. Children must be accompanied by their parents \_\_\_\_\_ all times.
75. \_\_\_\_\_ our surprise, all the guests arrived early.
76. Who's that girl \_\_\_\_\_ that flowery dress?
77. The new building's going up \_\_\_\_\_ a cost of 2,500,000 dollars
78. The president's decision should be \_\_\_\_\_ the benefit of the whole nation.
79. I am writing this email \_\_\_\_\_ reference to the job advertised in the newspaper.
80. I don't think we'll be able to finish it \_\_\_\_\_ time.
81. Planes are usually punctual and tend to arrive \_\_\_\_\_ time.
82. It's best to drink white wine \_\_\_\_\_ the accompaniment of fish.
83. Tomiko can give you Japanese classes \_\_\_\_\_ exchange for English classes.
84. We live \_\_\_\_\_ the end of the street.
85. It was a complicated operation, but \_\_\_\_\_ the end the patient responded well.
86. \_\_\_\_\_ the beginning, I didn't like the job. But then my impressions changed.
87. The mayor couldn't attend the ceremony, so his secretary spoke \_\_\_\_\_ behalf of him.
88. The phone was ringing but \_\_\_\_\_ the time she reached it, it had stopped.
89. My computer is \_\_\_\_\_ need of repair.
90. We try to be \_\_\_\_\_ good terms with our neighbors.
91. He has a degree \_\_\_\_\_ psychology.
92. With the exception \_\_\_\_\_ Robert, everybody attended the meeting.
93. He was \_\_\_\_\_ crutches for two weeks after the operation.
94. We were \_\_\_\_\_ a loss, not knowing what to do.
95. When I'm working with my computer, I save my work \_\_\_\_\_ regular intervals.
96. She promised to call back \_\_\_\_\_ an hour
97. The capital of the United States is named \_\_\_\_\_ former president George Washington.
98. This suit fits me perfectly. I had it made \_\_\_\_\_ measure.
99. All these items of furniture are \_\_\_\_\_ sale, with a 30% discount.
100. We bowed \_\_\_\_\_ \_\_\_\_\_ respect for the queen.



Para complementar seus estudos sobre preposições e fazer exercícios, acesse os links:

[http://www.grammarnet.com/ghtml/exercise08/\\_jan2008.htm](http://www.grammarnet.com/ghtml/exercise08/_jan2008.htm)

[http://www.grammarnet.com/ghtml/exercise08/\\_may2008.htm](http://www.grammarnet.com/ghtml/exercise08/_may2008.htm)

[http://www.grammarnet.com/ghtml/exercise06/\\_nov2006.htm](http://www.grammarnet.com/ghtml/exercise06/_nov2006.htm)



## Tarefa 34: Useful phrases

In Video 3: Useful Phrases, Professor William presents some sentences and expressions which may help you to communicate in English when producing written and oral texts. To achieve a good performance in this task, follow the steps below:

Watch Video 3: Useful Phrases and, by using the pause tool of your videoplayer, pause after each sentence in order to repeat the structures and expressions presented by Professor William. In the first time, you should try to do it without reading the *script*. It may help you to develop the practice of your oral production and comprehension in English;

Repeat 1<sup>st</sup> Step, but now pause and repeat the sentences using the script (see Anexo do Módulo 4).



## Tarefa 35: Review

Now do some review exercises based on the vocabulary we have been studying in this discipline. Check your answers in the Appendix (see Anexo do Módulo 4).

Complete the sentences below with the appropriate form of the words or expressions from the box:

awry	sight	get over	throw up	lively	by chance	knowledgeable
go for it	hit it off	fortunately	fling	sleep like a log		

1. He's been studying arts for quite a long time. He's pretty \_\_\_\_\_ about that.
2. I had some pills last night and I \_\_\_\_\_. I even dreamed I was traveling with you to the mountains.
3. If \_\_\_\_\_ you see Fernanda, would you mind asking her to call me?
4. Rene doesn't stop for a minute, he's so \_\_\_\_\_.
5. That'll be the last time I'll try to take my driving licence. So, now I really need to \_\_\_\_\_.



6. I don't really thing she \_\_\_\_\_ her ex-boyfriend. She seems so depressed.
7. I'm afraid our plans have gone \_\_\_\_\_. There's something wrong here.
8. Have you ever been to Fernando de Noronha? My friend said we can enjoy an amazing \_\_\_\_\_ there.
9. Janine said she was not feeling well, she even \_\_\_\_\_ at night.
10. You mean Julio and Andressa? Oh, they \_\_\_\_\_. It certainly was love at first sight!
11. He fell from the sofa. \_\_\_\_\_ he didn't break his leg.
12. We're planning to have a \_\_\_\_\_ before exams start. Come and join us!



## Tarefa 36: Atividade Complementar 1 How is the internet changing language today?

In Module 2, you may remember that we watched a video called 'Which English?', in which the British linguist David Crystal made some considerations concerning the expansion of English as an International Language.

Now you are going to watch another video with David Crystal, in which he discusses the changes Internet has been producing in language today. To achieve a good performance in this task, follow the steps bellow:

1<sup>st</sup> Click on the link <http://www.youtube.com/watch?v=P2XVdDSJHqY> to watch the video *How is the internet changing language today?* and take notes of the most important ideas;

2<sup>nd</sup> Step: Read the activity below carefully;

Watch the video *How is the internet changing language today?* and complete the gaps below with the words you hear:

Technology always changes a language, when (1). \_\_\_\_\_ came in the 1400s, it changed the language: new styles developed, new spellings, new punctuation systems and so on. When the (2). \_\_\_\_\_ came in the XIX century, it changed the language; new patterns of dialogue came into being. When broadcastings started in the 1920s, it changed the language. Think of all the styles and broadcasting media that we didn't have before like sports commentary and news reading and weather forecasting and (3). \_\_\_\_\_ shows and all of that. And when the internet came into being it changed the language, but nobody, I think, ever expected the language to be so diversified as a result of the internet simply because nobody was able to (4). \_\_\_\_\_ exactly how many different technological variations there would going to be of electronic mediated communication. I mean, just think, there's the world (5). \_\_\_\_\_ web, there's e-mail, there are chat rooms, there are virtual worlds, the dungeons and dragons games that people (6). \_\_\_\_\_. There's blogging, there's instant messaging, there's social networking sites now like youtube and facebook. There's (7). \_\_\_\_\_, there's mobile phone texting and it goes on and on and on. Now each one of these new technologies with new opportunities for communication produces a new kind of language. In the case of English, a new style of English. The language we use when web logging is not the same as the language we use when instant messaging and so we can go on through all these different mediums and point to new styles of English that are emerging as a consequence. The actual language itself hasn't (8). \_\_\_\_\_ that much. It isn't the case that as you look through these different technological manifestations of English, you will see new grammar, for instance. We don't get new patterns of grammar emerging, new types of (9). \_\_\_\_\_, ending or anything like that. Nor there's that much new (10). \_\_\_\_\_, actually. I mean, a few hundred new words have come into English as a consequence of the internet, but there's not very many considering more than a million words that there are in English. New (11). \_\_\_\_\_, not really. New punctuation, yes, a bit. You do certainly get new features of punctuation arriving on the internet, emoticons, for example, being used in clever ways. People using (12). \_\_\_\_\_ in an exaggerated form that they never used to do before, simply because you can hold the key down. People can say 'fantastic', exclamation mark, exclamation mark, exclamation mark, exclamation mark and it can go on and on and on for as long as you like. So there are some novelty features like that, but, on the whole, you look at the (13). \_\_\_\_\_ and what you see on the screen is the same kind of English language that you saw before the internet came into existence, except now that there are these new styles to (14). \_\_\_\_\_, the language has become expressively (15). \_\_\_\_\_ as a result of the internet.

3<sup>rd</sup> Step: Watch the video again and do at **AVA Moodle** the activity proposed, then check your answers in the AVA itself. This task should be corrected autonomously by clicking on send. Once you submit your answers, you will be able to receive feedback. If you have any questions, talk to your distance tutor.

4<sup>th</sup> Step: Watch the video again and read its *script* (see Anexo do Módulo 4).

## ANEXO DO MÓDULO 4

### 1. RESPOSTAS TAREFA 30

- |  |              |
|--|--------------|
| 1) a. What's your favorite kind of movie?            | 3) a. others |
| b. How long have you been living in this city?       | b. other     |
| c. When are you going to start your Spanish classes? | c. another   |
| d. What's Maria like?                                | d. other     |
| e. What did he tell you?                             | e. another   |
| f. What would you do, if you got that money?         | f. other     |
|  | g. another   |
- 
- 2) 1. had collapsed
  2. expected
  3. had
  4. saw
  5. was
  6. is
  7. has invented
  8. allows
  9. consists
  10. see
  11. eat
  12. encourages
  13. say
  14. watch
  15. have linked
  16. writes
  17. has been
  18. 's (has) discovered
  19. don't require
  20. will lose
  21. aren't
  22. have been
  23. are making
  24. have doubled
  25. has progressed

### 2. TAREFA 31.2 – SCRIPT VIDEO 1: PRESENTATION

Hello and welcome to Module 4. In this module we're going to practise describing things, like our favourite films, books, etc. Let me start by describing one of the best films I've watched recently. It's an Argentinian film called 'Medianeras'.

Watching films is one of my passions. I go to the cinema at least twice or three months a month, and I also watch films on DVD or on the Internet. So I'm a bit of a film buff, really. Last month I went to the cinema and watched a great Argentinian film called 'Medianeras'.

This film is set in Buenos Aires. It's the story of a young man and a young woman, both in their twenties. He's an architect and she's a shop window designer, and they both spend a long time working from home every day, which means they lead quite lonely lives. The girl still hasn't got over an ex-boyfriend, and the

man starts dating a dog walker he meets by chance in one of his leisurely walks around the neighbourhood where he lives. But it doesn't seem to be serious, just a fling actually. They don't appear to have many friends so they spend a lot of time on the Internet, until one day they meet in a chat room. They start chatting on MSN, but never really get to know each other in person, until one day they finally meet and fall head over heels in love with one another.

Put it like that, the story is pretty simple, really. I reckon the film is an interesting portrait of life in big cities, and how lonely it can be. Also, it poses the question of how technology has changed our relationships with our friends, families and our dates. It's kind of a romantic comedy, though I don't usually go for that type of film, I often prefer dramas and action films. If I'd known this film is a romantic comedy, I wouldn't have watched it. But in the end it turned out to be a pleasant surprise, and it also confirmed my belief that Argentina is making some of the best films nowadays, on a par with European and American films. I would definitely recommend it to people who like good romantic comedies. For me, it's charming, entertaining and thought-provoking, and the screenplay is absolutely brilliant!

### 3. RESPOSTAS TAREFA 31.3

- 1) 1.2. If Ligia hadn't been a teacher, she would have been a secretary.
  - 1.3. If Ligia hadn't been a teacher, she would have been a dentist.
  - 1.4. If Felipe had accepted that job, he would have lived in Australia.
  - 1.5. If Felipe had accepted that job, he would have lived in Brazil.
  - 1.6. If Felipe had accepted that job, he would have lived in Canada.
  - 1.7. If I had gone to the cinema with them, I would have watched Titanic 3D.
  - 1.8. If I had gone to the cinema with them, I would have watched Avatar.
  - 1.9. If I had gone to the cinema with them, I would have watched The Adventures of Tintin.
- 
- 2) 2.1. would have believed
  - 2.2. wouldn't have had
  - 2.3. would have been
  - 2.4. would have hurt
  - 2.5. wouldn't have warned
  - 2.6. had won
  - 2.7. had married
  - 2.8. had taught

### 4. RESPOSTAS TAREFA 31.4

1. Paul, who has never been abroad, is studying Mandarin and French.
2. The car which/that won the race didn't seem to be specially fast.
3. You've all met Karen Thompson, who's staying with us for a couple of weeks.
4. Janet Woods, who has just had a baby, is my best friend.
5. The little girl who/that had been missing since last week has been found safe and sound.
6. We are moving to Sheffield, which is in the north of England.
7. Sheffield, which is one of England's most important industrial towns, is in the north.
8. The Brazilian geneticist who/that has made important contributions to the human genome project has won an important prize.
9. I'll be meeting Alan tonight, whose cousin is an old friend of mine.
10. I threw away the electric oven which/that didn't work properly.
11. This is Ruth, whose flat we stayed in for our holidays.
12. It rained heavily all weekend, which made us cancel the picnic.

13. Motorbikes use very little petrol, which means they are cheap to run.
14. The strike which/that closed some Brazilian universities will be over soon.
15. She made all kinds of suggestions, most of which I didn't agree with.
16. There were some noisy people in the room, two of whom kept speaking all the time.
17. I bought three books, one of which I had read before.
18. The man who/that shot one policeman was sent to prison.
19. Two people came to see the house, neither of whom seemed interested in it.
20. The bomb which/that went off this afternoon caused a lot of damage in the city centre.
21. He keeps bragging about his cooking, which annoys his wife.
22. He met some interesting people in Italy, most of whom he's still in contact.
23. There are 86 students in our college, a large number of whom has part-time jobs.
24. I need the email address of the plumber who/that fixed the pipes in the office.
25. He was a man of considerable wealth, all of which he eventually spent during his trips around the world.
26. John Richards, who was our Statistics professor, never turned up late for classes.
27. The swimmer who/that took steroids was banned from the tournament.
28. Sarah has two jobs, one of which is quite menial.
29. Our daughter tried on eight dresses, none of which seemed to fit her.
30. The oil which/that spilled from a Norwegian ship is three miles off the coast.
31. The company has recently laid off 150 employees, several of whom protested angrily about the lay-offs.
32. The police have recaptured the convicts who/that had escaped from prison.
33. We would like to thank the sponsors of the project, whose generosity allowed us to finish the building.

**Defining relative clauses:** números 2, 5, 8, 10, 14, 18, 20, 24, 27, 30, 32; todas as outras são **non-defining**.

## 5. RESPOSTAS TAREFA 31.5

1. rather
2. absolutely
3. pretty / barely
4. absolutely
5. fairly
6. pretty
7. fairly
8. quite / rather

## 6. TAREFA 33.1 – SCRIPT VIDEO 2: FOCUS ON PRONUNCIATION

Now let me ask you some questions about a film or movie you particularly liked:

1. Have you seen any good films recently?
2. What did you make of it? Is it worth seeing?
3. Did you have any expectations about it? Did you watch the trailer? Did it live up to your expectations?
4. What kind of film is it? Is it a comedy? A romantic comedy? A drama? An action film? A thriller? A blockbuster? A science fiction?
5. Was it a box office hit?
6. What's it about?
7. Who's in it?
8. Who's it directed by?
9. Is it based on a novel?

Now listen one more time and practise repeating the questions above. When you repeat, make sure you pronounce the link-ups, as in 'Who's in it?'. Also, remember the falling or rising tones at the end of each question, as you learnt in Module 1. Now listen and repeat:

1. Have you seen any good films recently?
2. What did you make of it? Is it worth seeing?
3. Did you have any expectations about it? Did you watch the trailer? Did it live up to your expectations?
4. What kind of film is it? Is it a comedy? A romantic comedy? A drama? An action film? A thriller? A blockbuster? A science fiction?
5. Was it a box office hit?
6. What's it about?
7. Who's in it?
8. Who's it directed by?
9. Is it based on a novel?

### PRONUNCIATION: WEAK FORMS OF PREPOSITIONS

When you practised repeating the questions in the previous exercise, you may have noticed that prepositions are often pronounced weakly, for example:

- What kind of film is it? (NOT really 'what kind OF film', but 'what kind of film')
- Is it based on a novel? (NOT «is it based ON a novel', but 'is it based on a novel')

Also, at the end of the first video in this Module:

- For me, it's charming, entertaining and thought-provoking. (I said 'for ME', not 'For me'.

Listen to the following examples, focusing on the weak forms of prepositions. Then repeat each sentence:

- What did you make of the film?
- It depends on the kind of film.
- The film starts at 2p.m.
- We're waiting for the sequel.

However, sometimes prepositions are pronounced in their strong forms. Compare:

- What are you waiting for? We're waiting for the sequel.
- What does it depend on? It depends on the kind of film.

We normally use the STRONG FORMS of prepositions at the END of sentences only. Compare the strong and weak forms of prepositions in the following dialogues. Then practise repeating them:

- What's this cake made OF? It's probably made of vanilla.
- What's the new software used FOR? I think it's used for editing pictures.
- Where did you take that picture FROM? I took it from the Internet.
- Which countries in Europe have you been TO? I've been to France and Germany.

## 7. RESPOSTAS TAREFA 33.2

- |             |                |             |                   |             |
|-------------|----------------|-------------|-------------------|-------------|
| 1. to       | 11. in         | 21. from    | 31. from          | 41. of      |
| 2. on       | 12. about      | 22. about   | 32. with          | 42. to      |
| 3. from     | 13. into       | 23. into    | 33. to            | 43. at      |
| 4. into     | 14. from       | 24. on      | 34. to/of         | 44. in      |
| 5. of       | 15. for        | 25. from    | 35. about/at/over | 45. at/by   |
| 6. to       | 16. at         | 26. for     | 36. of, to        | 46. to      |
| 7. on       | 17. on         | 27. to      | 37. from          | 47. from    |
| 8. in       | 18. of         | 28. of, on  | 38. to            | 48. of      |
| 9. with     | 19. at/in      | 29. to/with | 39. with          | 49. for     |
| 10. of/from | 20. for        | 30. of      | 40. to            | 50. to      |
| 51. to      | 61. to         | 71. on      | 81. on            | 91. in      |
| 52. into/on | 62. on         | 72. for     | 82. to            | 92. of      |
| 53. for     | 63. in/with    | 73. in      | 83. in            | 93. on      |
| 54. on      | 64. for        | 74. at      | 84. at            | 94. at      |
| 55. to      | 65. to         | 75. to      | 85. in            | 95. at      |
| 56. for     | 66. about/over | 76. in      | 86. in            | 96. within  |
| 57. of      | 67. for        | 77. at      | 87. on            | 97. after   |
| 58. in, in  | 68. towards    | 78. to      | 88. by            | 98. to      |
| 59. for     | 69. in         | 79. in/with | 89. in            | 99. on      |
| 60. of      | 70. of         | 80. in      | 90. on            | 100. out of |

## 8. TAREFA 34 – SCRIPT VIDEO 3: USEFUL PHRASES

1. I'm a bit of a film buff.
2. They lead quite lonely lives.
3. Put it like that, the story is pretty simple.
4. The screenplay is absolutely brilliant!
5. I would definitely recommend it to people who like good romantic comedies
6. This film is set in Buenos Aires. It's the story of a young man and a young woman. (It tells the tale of.....)
7. It's just a fling actually
8. They fall head over heels in love with one another.
9. It's kind of a romantic comedy, though I don't usually go for that type of film,
10. It's kind of boring.
11. In the end it turned out to be a pleasant surprise.

That's the end of Module 4. We hope you've had the chance to learn some grammar, vocabulary and pronunciation, and improve your speaking skill. Bye!

## 9. RESPOSTAS TAREFA 35

- |                     |                 |
|---------------------|-----------------|
| 1. knowledgeable    | 9. threw up     |
| 2. slept like a log | 10. hit it off  |
| 3. by chance        | 11. fortunately |
| 4. lively           | 12. fling       |
| 5. go for it.       |                 |
| 6. got over         |                 |
| 7. awry             |                 |
| 8. sight            |                 |

**10. TAREFA 36 – SCRIPT ATIVIDADE COMPLEMENTAR 1 – *How is the internet changing language today?* (David Crystal)**

Technology always changes a language, when printing came in the 1400s, it changed the language: new styles developed, new spellings, new punctuation systems and so on. When the telephone came in the XIX century, it changed the language; new patterns of dialogue came into being. When broadcastings started in the 1920s, it changed the language. Think of all the styles and broadcasting media that we didn't have before like sports commentary and news reading and weather forecasting and chat shows and all of that. And when the internet came into being it changed the language, but nobody, I think, ever expected the language to be so diversified as a result of the internet simply because nobody was able to predict exactly how many different technological variations there would go to be of electronic mediated communication. I mean, just think, there's the world wide web, there's e-mail, there's chat rooms, there's virtual worlds, the dungeons and dragons games that people play. There's blogging, there's instant messaging, there's social networking sites now like youtube and facebook. There's twittering, there's mobile phone texting and it goes on and on and on. Now each one of these new technologies with new opportunities for communication produces a new kind of language. In the case of English, a new style of English. The language we use when web logging is not the same as the language we use when instant messaging and so we can go on through all these different mediums and point to new styles of English that are emerging as a consequence. The actual language itself hasn't changed that much. It isn't the case that as you look through these different technological manifestations of English, you will see new grammar, for instance. We don't get new patterns of grammar emerging, new types of verb, ending or anything like that. Nor there's that much new vocabulary, actually. I mean, a few hundred new words have come into English as a consequence of the internet, but there's not very many considering more than a million words that there are in English. New pronunciations, not really. New punctuation, yes, a bit. You do certainly get new features of punctuation arriving on the internet, emoticons, for example, being used in clever ways. People are using punctuation in an exaggerated form that they never used to do before, simply because you can hold the key down. People can say 'fantastic', exclamation mark, exclamation mark, exclamation mark, exclamation mark and it can go on and on and on for as long as you like. So there are some novelty features like that, but, on the whole, you look at the screen and what you see on the screen is the same kind of English language that you saw before the internet came into existence, except now that there are these new styles to exploit, the language has become expressively richer as a result of the internet.





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